



Cornville Regional Charter School

Downtown Skowhegan Campus

Request for Proposal and Charter School Application
For School Opening 2017



CORNVILLE REGIONAL CHARTER SCHOOL

FOSTERING RESPONSIBLE, INDEPENDENT, HAPPY, CURIOUS LEARNERS

CRCS Downtown Skowhegan Campus

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Section I

Maine Charter School Commission Executive Summary

Applicant Instructions *(All relevant information must be provided as indicated)*

Name of proposed Public Charter School Cornville Regional Charter School

Name of entity that will hold the charter Cornville Regional Charter School

Primary contact Travis Works

Title/Relationship to entity Executive Director/Principal

Mailing Address 1192 West Ridge Road
Cornville, Maine 04976

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Education Service Provider (if applicable) N/A

Partner Organization (if applicable) N/A

Physical address of school 76 Water Street
Skowhegan, Maine 04976

School administrative unit in which the school will be located RSU#54

Intended opening date Fall 2017

Proposed grades and initial enrollment: We are looking at ages 12-20 for the downtown campus, which is traditionally seen as Grades 7-12. We are looking at a target of 45 learners, but are prepared for 67 as a maximum depending on the number of 12 year olds that would access this programming. We don't foresee a large number of 12 year olds, but at the same time, we don't want to automatically limit the possibility at this point in time.

School Description (150 word maximum)

Attach a brief description of your school that includes the mission, grades served and other information that you would like to include to describe the unique program and student body you intend to serve.

Mission Statement

Our mission is to create a safe, respectful, nurturing, and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments, and to develop a lifetime love of learning.

The CRCS Downtown Skowhegan Campus is a seamless transition of our current program and will not only fulfill a community but the families and learners that are currently attending our school.

We are submitting this proposal to add this additional programming because we are passionate about our current programming and see this as an imperative move and look forward to opening our doors in 2017. Please enjoy the following proposal!

Application Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation of a charter after its award. The person named as the contact person for the application is so authorized by the Board to serve as the primary contact for this application on behalf of the organization. I recognize that the entire public charter school application and all documents associated with the application are public record and will be posted on the charter school commission website.

Signature _____ Date _____

Printed Name _____ Title (Position) _____

A.1 Mission, Vision, identification of targeted student population and the community the school hopes to serve

Mission and vision

Since 2012, the mission of Cornville Regional Charter School (CRCS) has been to create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

One area where CRCS has grown leaps and bounds is the successful execution of the mission of CRCS. We have worked diligently and purposefully to customize the learning experience for every learner which affords us the opportunity to walk the talk when it comes to our mission. These are not mere words that sit on the shelf or are painted on a wall somewhere. Everything that we do during our day directly relates to that mission and drives our approach.

Our success has been a direct result of our ability to abandon industrial age structures and redefine how we provide the ideal learning experience for every learner. Since 1892 the education system has been built primarily on the term “compliance” and what our programming has done has “empowered” learners both young and old. We define the Ideal Learning Experience as:

... THE IDEAL LEARNING EXPERIENCE

INTRINSIC MOTIVATION

Every hour of every day . . . each learner (simultaneously)

- ✓ *Is met at his/her level of learning*
- ✓ *Is using one of his/her best learning styles*
- ✓ *Is learning skills and concepts with content of high interest to him/her*
- ✓ *Understands the relevancy of what he/she is learning*
- ✓ *Is challenged and successful*
- ✓ *And, looks forward to coming back tomorrow*

As we move forward with implementing our mission and vision, we are looking to impact learners at other age levels and grow our programming to fulfill a need within the general community and with our own families. That is why we are pleased to submit this change of program proposal to the Maine Charter School Commission to seek expansion of our programming to impact more learners.

CRCS seeks to open its Downtown Skowhegan Campus doors in 2017 to serve learners ages 12 to 20 in a very dynamic, authentic, and learning environment that will have a profound economic and social impact on the Skowhegan downtown area, not to mention on the lives of our learners.

Every part of our programming in our ages 5-14 model has a specific purpose and nothing is done without reason or careful calculation. The Downtown Skowhegan Campus continues in the same philosophy in that the location, programming design, and all aspects of our proposal fits a need within the community, our current learners, and the Central Maine business leaders.

Angus King coined the phrase over 20 years ago, “Maine’s greatest export is its youth” and local communities are still struggling to retain the youth today. We know that people are more likely to live and settle down where they have relationships and connections. Our programming is designed in a way that our learners will have a profound economical impact on the community and build strong relationships with the greater Skowhegan area, which ideally will end with more youth staying or returning after college.

Our programming is designed to provide our current learners high quality Science, Technology, Engineering, Arts, Mathematics, Entrepreneurship and taught in a divergent way. The programming is also a way to retain youth in Maine while providing a direct and indirect financial impact to downtown Skowhegan and surrounding area.

We see education as a partnership between faculty, parents, our Board of Directors and the community. We are wholeheartedly committed to providing an outstanding educational experience to each one of our learners within a culture of shared values and collaboration. As a community, we expect to be partners with other professionals and institutions of higher learning in order to provide the very best for our children, sharing our best practices in other educational settings. We truly will be building the skills for our learners to be successful postsecondary. We do not look at “Grade 12” as the terminating point that we need to reach and therefore we look at this as an opportunity to support learners PreK-16, which means our end goal is way beyond when their final day in our building is on the calendar. Our learners will be prepared for the transition to postsecondary and this type of bridge mentality is what makes us unique and needed in our community.

We are continually challenging ourselves to develop and refine our programs. Downtown Skowhegan Campus is willing to be open and flexible as we go through the process of meeting all of our learners’ needs. Together, we are building a school that will meet the needs of individual learners in a way that inspires and involves them in meaningful education.

Our Philosophy

The belief of CRCS is to:

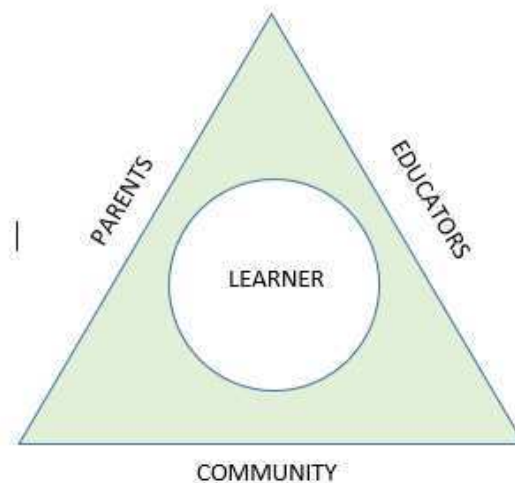
- instill creativity and critical thinking

- build character, knowledge and leadership skills
- create independent self-expressive learners
- develop clear and effective communicators
- produce cooperative and collaborative team members
- reinforce learning through proficiency-based education
- encourage appreciation and respect for the arts and diversity
- emphasize fun and meaningful learning
- instill self-confidence and respect for others
- prepare learners for integration into future learning environments
- create an exciting learning environment
- provide a rich individualized executive function environment
- provide content experts and skilled professionals to support classroom instruction

At the CRCS Downtown Skowhegan Campus, we recognize that our current learners and new learners have varied experiences with being self directed and independent thinkers and it is important that this next level of programming builds on what we have already built over the last several years.

Educational Foundation

CRCS Community Partnership has foundational beliefs that resemble a triad comprised of the parents, the educators, and the community, all of which are interdependent upon one another to promote school success. Lying at the center of the triad is the learner, the nucleus of the learning experience. Each component of the triad plays a significant role within the school's climate and culture and are inextricably linked.



The Downtown Skowhegan Campus promotes positive growth for learners through focused inquiry that is relevant, meaningful, and authentic. The school aims to ensure that a learner's experience is the ideal learning experience. Learning at the Downtown Skowhegan Campus takes place through highly integrated work that is, in large part, through multiple subject areas

and modalities. Often a thematic, project-based approach is employed, involving learners in an interdisciplinary experience connecting language, math, science, social studies and the arts. This practice allows learners to explore concepts in a richer, more authentic way and helps them better see the connections to their immediate world.

The Downtown Skowhegan Campus is aligned with several research based theories such as, but not limited to, the work of Marzano, Vygotsky, John Dewey, and William Spady. To provide customized learning opportunity the programming must be tailored to the individual rather than the individual conforming to assembly line structures. These research principles and unique approaches are consistent with what we have been able to develop and define at the Cornville Campus with a great deal of success.

In order for learners to maximize their learning potential they need exposure to lessons and activities which are explicitly designed and aligned to developmental standards while also allowing for a customized approach within those lessons. It is critical that learners make connections between what they are working on and learning opportunities. It is equally important that content specialists can work with a learner, see what connections and content are needed to further learning, and then create learning opportunities.

Daily documentation of a learner's work guides and directs subsequent learning. This takes form in oral, written, and/or observation. This documentation gives learning facilitators, trained observers of children, a window into the progression of the children's thinking and helps influence curricular decisions reflective of each individual in the program. Learners' opinions, ideas, work process and products are just a few of the areas documented during their time within the program. Documentation helps us understand learner's thinking, and ultimately their learning. This documentation takes many forms, not limited to work samples, artifacts, observation records, and individual and group digital portfolios. It provides context for ongoing discussion and collaboration amongst teachers, learners, and parents, as well as a means of evaluating learners' growth and development. Reviewing the documentation helps guide the direction of the curriculum.

Part of this knowledge is derived from a critical component of a learner's future success - our partnerships with parents. Parents are provided traditional and nontraditional opportunities to participate in their children's learning and are regularly informed of their learner's progress. The Downtown Skowhegan Campus' vision to provide an authentic and positive school experience for all requires that the learners are viewed as the heart of the school.

There is an unmet need for self-directed independent thinkers in the surrounding area of the Downtown Skowhegan Campus. A recent mill closure and continuing economic downturns in the Skowhegan area have adversely impacted families and had economic impact. The local economy in Central Maine has been declining over the past couple of decades and, as compliance based and factory type jobs fade away, the region is struggling with a way to retain its youth and attract vibrant innovative businesses with a workforce that seems unmotivated.

The approach that local school districts are taking to fulfill the proficiency based requirements is merely standards referenced, standards based reporting, and/or differentiating the content. Meanwhile other alternatives such as MeANS and Snow Pond Charter Schools are a clear indication that there is a need in the Central Maine area. Just as important, 100% of our current learners ages 12-13 are anticipating attending our Downtown Skowhegan Campus in the fall of 2017. A significant number of our parents of 12 and 13 year olds would prefer to homeschool if the program did not exist.

We know that life is about connections and if we want our youth to return to the region or State, then we have to build strong positive relationships between the youth and the community in which they live. The community becomes more than just a place where they grew up, went to school and had fond memories with their friends. Instead it becomes a place where they had a significant economic impact and a high level of investment. If we want to retain our youth, then we need to build these investment opportunities, connect our youth with the community, and foster self-directed, independent, innovative thinkers that will attract new industries.

70%-90% of area school-age learners qualify for free/reduced lunch. High paying jobs and careers are becoming difficult to find in this region and the programming we will provide will prepare them for jobs and careers that this region struggles with attracting.

CRCS has full support from organizations such as Main Street Skowhegan and the Chamber of Commerce because our location and programming fulfills the needs of these organizations. Not only will we add 20+ full time employees to the downtown area within 5 years, but we will also serve as a catalyst for economic transformation. The Town of Skowhegan has just adopted a Strategic Plan and the first objective is:

Objective #1: Diversify and Grow the Economy

Economic Transformation (ET) Strategies:

- ET#1 Attract a broad range of new businesses.
- ET#2 Support existing businesses to encourage growth.
- ET#3 Expand Skowhegan's agricultural food hub.
- ET#4 Cultivate programs to engage, support, and retain youth Workforce.
- ET#5 Invest in infrastructure.
- ET#6 Enhance recreation and promote natural resources.
- ET#7 Nurture the creative economy and enrich arts and cultural assets.

The Downtown Skowhegan Campus not only supports the objective and strategies, but also plays a major role in the executive of the objective.

In 5-10 years, the measure of success will be read by the achievements of the learners as responsible, independent, happy, curious learners. These learners will be invested supporters of their community who are connected to their environment. The school will be full of engaged learners and supportive team building and effective communication skills. The learning environment will be bright and colorful, displaying learners' achievements and artwork. The school will be financially stable, enrollment will be full and promising for the upcoming years,

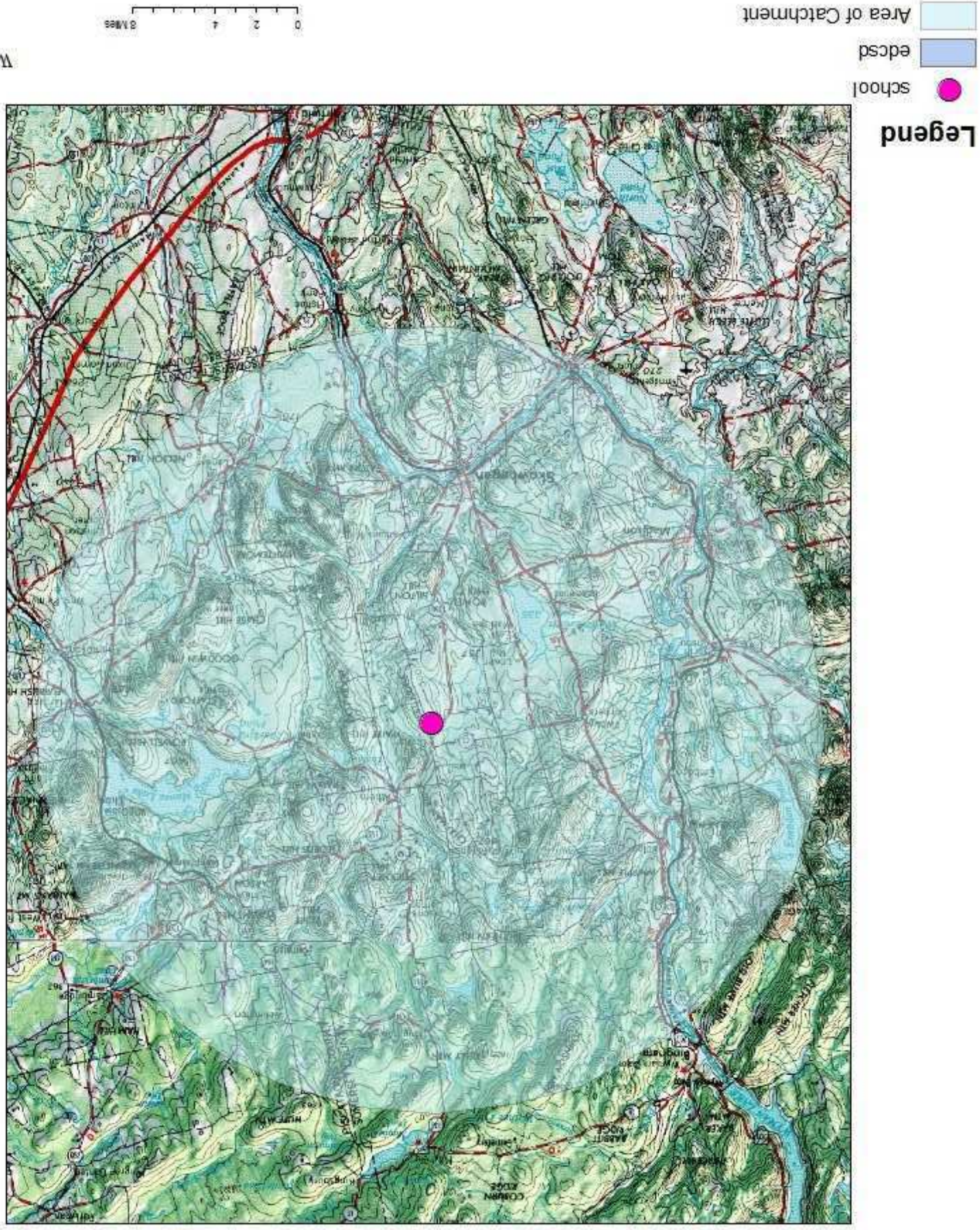
and employment will be desirable to potential staff. Parents and families will be satisfied and appreciative of theirs and their child's involvement and growth. Local businesses and industries will be partnering with the school and mentoring, coaching, and supporting our learners. The town will be excited and proud to be hosting a Charter High School program, and benefitting financially from its prosper.

CRCS will restore people's dreams of a small rural school that participates strongly in the strength of humanity, where learners proudly take part in the betterment of their school and gain responsibility for the proper care of their community and their planet.

Required Tab

1. Map showing outline of catchment area

Cornville Regional Charter School Area of Catchment



A.2 Academic Program

Learning Community

Our current families would be directly connected to downtown Skowhegan with a purpose. They come from Fairfield, Waterville, Belgrade, Farmington, Starks, Bingham, Solon, Harmony, St. Albans, Newport, and many towns in between. Our annual operating budget for that one building would be over \$2,000,000 and we would employ at least 20 full time staff. We would have the potential for 250 lunches being served from local restaurants such as Kel-Mat, Heritage House, M-Thai, Pub, Al's, Slice Bar, etc. on a daily basis.

Our program would be built around Science, Technology, Engineering, Art, Math with Entrepreneurship, and Community Relationships as central themes. We don't want to be seen as exclusive to these subject areas so it is important to think of these content areas as mere delivery methods or formats of learning. The theme would be more STEAM with a strong Liberal Arts focus and a strong focus on Complex Reasoning and Habits of Mind, all of which serves as integral parts of programming at our Cornville campus. We want our learners to learn content at a deeper level with deeper levels of critical thinking by drawing upon their strengths.

The goal is that our learners will identify problems in the community and develop solutions to the problems using Science, Technology, and Art, but then the final stage is developing a business plan that includes how to make that solution sustainable. Ideally it would include a full business plan with potential funding sources and how the local partner can secure those funds. The programming would be designed to have a direct economic benefit for the town and any of the community partners impacted. It is also designed as an opportunity to retain our youth and grow our local economy, which we know is done by building relationships.

The other component is that, while we will focus on our local community, we will also be connected to the global community. We don't want to exclude the importance or place that the global community has in our programming.

What Makes us Unique?

This is a question we have had to wrestle with at CRCS as we have grown over the the past 4 years. We are building a culture of learning! Starting as a small rural elementary school with multi-age classrooms and differentiated instruction, we began the journey to a full blown proficiency and customized learning environment. Through the journey we have determined that what makes us unique can be summed up in a few very simple statements, but it would take hundreds of pages to truly describe all the pieces of that programming. Other schools may say they are "learner centered" or focus on the "whole child" but do they really? We customize everything to insure that those beliefs and philosophical foundation are not just a phrase on the wall or written in a handbook...rather it is visible and runs through every fiber of our programming.

Simply put:

- "Learners go where they need to go when they need to go!"

- “Our curriculum fits the needs of the learner rather than have the learner conform to the curriculum.”
- “We customize the learning opportunities to benefit the individual learner and that means the social emotional as well as the academic pieces.”
- “We implement research based practices in a cohesive manner rather than fragmented pieces that don’t always fit together...every piece of programming and day is completely connected and impacts other parts of the programming”

The reason we are unique is in part based on the way we implement research on how learners learn. For example, research around intrinsic motivation is precisely why we have designed our program the way we have. It is about self efficacy or the belief that the learner is able to learn. This programming is able to continue from that strong foundation so that we can then capture learning within and outside of the brick and mortar walls. Learners will begin to see their own lives being filled with learning opportunities where they can continually grow.

The facilitators at CRCS possess a thorough understanding of child development and work collaboratively to design a curriculum and program that is responsive to the children's' natural curiosity for learning and passions. Full advantage is taken of staff members' special talents and experiences. The facilitators' background in developmental theory and dedication to those educational principles are evident. Children are viewed as competent and capable and in turn, the facilitators provide learners with opportunities for exploration and self-expression through multiple modalities. With these experiential moments comes ample time for learners to work independently or with others in a project based learning environment. All curriculum is interwoven with multiple learning opportunities for core content, complex reasoning skills, and Habits of Mind. Learning Facilitators formulate learning activities that align with the Maine Guiding Principles, Common Core, as well as the research based practices of Marzano, Dewey, Vygotsky, Spady, and Schwan.

At CRCS, learners are valued participants of a supportive learning community. Learning Facilitators act as facilitators as children explore their interests and begin to construct their own knowledge. The developmental capabilities and needs of the learners influence curriculum decisions. Learning Facilitators set developmentally appropriate educational, social, emotional, and physical goals for each learner and regularly revisit those goals for modification.

Environment/Facility

The Downtown Skowhegan Campus is thoughtfully designed to best use the physical space to support learning and curriculum planning that guide experiences of open-ended discovery. The learning facilitators take into consideration how learners move through space in addition to how they use space. They have designed their environment with content areas that offer a sense of organization, flow and purpose.

The building itself was originally built in 1905 and the original layout is extremely suitable for our programming. The layout consists of an entrance foyer for coats with the first floor opening to a very large collaborative work space. In addition, there are plans to create 3-5 classroom spaces

that can open up into the collaborative work space to create even more open space. Our Cornville campus has been limited by the structure of the building to truly create flexible work environments, which our downtown campus would have.

On the second floor there are offices and small group meeting spaces for learning facilitators. In addition, there are small classroom spaces with natural light overlooking the downtown area. Finally, the bulk of the upstairs will be open concept with folding walls like that of a convention center where we can create a classroom space, auditorium space, or lecture hall in a matter of moments.

The building is 20,000 square feet and we have at least 15,000 square feet usable for classroom space with potentially 17,500 and 20,000 in the future depending on the need of our programming. The structural engineer is working with the local code enforcement officer and the State Fire Marshal to insure that all codes are met for egress, fire & safety, and our programming needs for the next 5, 10, and 15 years.

Learners have a vested interest in their learning at CRCS. Self directedness, independence, and learning connections are taught, as well being highly motivated. This type of programming will not be much of a transition for the learners that have attended our Cornville Campus, but it will be quite an adjustment for those who have not. Therefore, while it is not as financially advantageous to start small, we believe that it is critical for programming success. We will start with a very small population and over time expand, making sure that the culture and climate we are creating is successful.

Curriculum and Core Subjects:

CRCS belongs to the Maine Cohort for Customized Learning, which has created a curriculum that meets the Maine Guiding Principles for all content areas. Our staff has been participating in this curriculum development for 4 years and will continue to work with over 25 schools around the state. Curriculum revisions and professional development around the curriculum is something already in place and we will continue with this work.

Part of The Maine Learning Results: Parameters for Essential Instruction

The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine's Guiding Principles. The Guiding Principles state that each Maine student must leave school as:

A. A clear and effective communicator who:

- Demonstrates organized and purposeful communication in English and at least one other language
- Uses evidence and logic appropriately in communication
- Adjusts communication based on the audience
- Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

B. A self-directed and lifelong learner who:

- Recognizes the need for information and locates and evaluates resources
- Applies knowledge to set goals and make informed decisions
- Applies knowledge in new contexts
- Demonstrates initiative and independence
- Demonstrates flexibility including the ability to learn, unlearn and relearn
- Demonstrates reliability and concern for quality
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

C. A creative and practical problem solver who:

- Observes and evaluates situations to define problems
- Frames questions, makes predictions and designs data/information collection and analysis strategies
- Identifies patterns, trends and relationships that apply to solutions
- Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response
- Sees opportunities, finds resources and seeks results
- Uses information and technology to solve problems
- Perseveres in challenging situations

D. A responsible and involved citizen who:

- Participates positively in the community and designs creative solutions to meet human needs and wants
- Accepts responsibility for personal decisions and actions
- Demonstrates ethical behavior and the moral courage to sustain it
- Understands and respects diversity
- Displays global awareness and economic and civic literacy
- Demonstrates awareness of personal and community health and wellness

E. An integrative and informed thinker who:

- Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
- Evaluates and synthesizes information from multiple sources
- Applies ideas across disciplines
- Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

The following Guiding Principles standards were developed in response to Public Law 669, Section 9 Development of standards based tools. Maine Learning Results Guiding Principles Standards

A. A Clear and Effective Communicator

Standard A: Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.

B. A Self-Directed and Lifelong Learner

Standard B: Understands the importance of embracing and nurturing a growth mindset.

C. A Creative and Practical Problem Solver Who:

Standard C: Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.

D. A Responsible and Involved Citizen

Standard D: Understands the interdependence within and across systems and brings to each situation the appropriate actions.

E. An Integrative and Informed Thinker

Standard E: Is skilled at using complex reasoning processes to make meaning.

The new legislation allows us to identify learning instead of coursework from the industrial age method of delivery to a more integrated way of learning. The question becomes how are we going to integrate these targets together?

What we have proven at our Cornville campus is that we can design highly effective integrated units that are designed with the interest of the learner in mind and be comprised of multiple content areas. This new level of programming will extend and deepen programming to include more outside learning experiences. What we will essentially be able to do is tie those learning experiences to interest levels, passions, learning styles, and truly meet the individual learner where they are at.

Our programming will mirror our Cornville campus, which means our learning facilitators look at the individual data of our learners and assist in the design of learning opportunities based on their need (learning goal/interest). Learning targets will be organized in clusters and each learner will have a pathway or scope of learning progression. Core content areas and traditional high school classes will have a designed course and scope and sequence as a foundation. Nevertheless, the direct instruction portion will be fluid and ever changing based on the needs of the learners.

The core subjects will be taught individually, in small groups, or large groups depending on the needs of the learners. The individual learning goals and targets will be taught in tandem teams of learning facilitators that are content specialists so, just like in Cornville, we are able to share the load, laser focus on individual learner's needs, and provide high quality learning opportunities. Teamwork and sharing the load is a critical piece of our programming and requires us to abandon the traditional management silos and content isolation.

Joseph Renzulli has produced a great deal of research on curriculum compacting while Marzano has clearly established motivational theory and relevance. William Spady has produced research on authentic and competency based learning. All the research has been clear for the past 40 years, but the traditional structure and mindset has impeded true implementation. The point being, if we continue to think of content area being delivered as a predetermined class or even as an independent study format (self paced) this is counter intuitive to the research. If we try and think in terms of a traditional structure with merely a "tweak" of what we do and how we do it, we have done nothing but change the look and not the actual learning.

Therefore, our core subjects will have predetermined scope and sequence, learning targets and progression of learning that needs to take place. Our learners will be able to move in and out of that scope and sequence as needed as long as they are fulfilling their graduation requirements. We will work closely with the MCCL Cohort and we will benefit from the high school courses that have already been developed. It becomes the role of the learning facilitator, learning coach, learner and staff to insure that the learners are moving along their pathway to meet requirements necessary to graduate school.

Our programming truly connects learners with interest levels and engaging experiences. Those learners that would traditionally be identified as "at risk for dropout" have the opportunity to be engaged in learning opportunities that are not necessarily packaged as a traditional course. It is not about creating engaging opportunities within a course of study, but rather building a course around the learner's needs and creating engaging opportunities relevant to the learner. Furthermore, if the learner can demonstrate proficiency in different ways, then we are able to really find the most appropriate way to meet their academic and social/emotional needs. The program design will play a major role in preventing our learners from dropping out and it is not a "separate" or "disjointed" program like many Technical and Career Centers.

At the Cornville campus we have built a strong coaching model that we call "Learning Coach". The learning coach essentially serves as a vehicle to help build connections and relationships and we can support those learners to a higher degree. This person is the constant in the learner's life at school and serves as a mentor and a guidance counselor, becoming essentially a life coach. We tell our families that the coach is like the "parent" for the learner and their function is to truly keep close tabs and support for the learner.

For the last two years, the Maine Cohort for Customized Learning has been working with college admissions offices to outline a transcript that will bridge the gap between our mission

and vision and higher education institutions. The MCCL has also developed a proficiency based diploma that will satisfy the Maine legal requirements for a proficiency based diploma. As a member of the cohort, we have a K-12 curriculum that is research based, aligned with the Maine Guiding Principles. This will allow us to fulfill Maine's Proficiency based diploma without extension or delays like the vast majority of districts within the State.

We do recognize that not every agency or institution has abandoned industrial age structures in their practices. It is for that reason that we need to be careful and cautious that we do not put our learners in jeopardy from other opportunities extending beyond our building. We understand that the NCAA Clearinghouse is one of those cases and we are prepared to define the learning goals a learner has demonstrated and title them according to traditional courses. In addition, we will be able to print a traditional looking transcript and calculate GPA, class rank, etc on an as needed basis.

Finally, as we mentioned earlier, high school graduation requirements will be fulfilled in a proficiency based environment and meet the legal requirements outlined in MRS Title 20-A § 4722 High School Diploma Standards, § 4723 Health and Physical Education, § 4724 Computer Instruction. MRS Title 20-A § 4722-A Proficiency-based diploma standards. We will hire qualified learning facilitators and contract with those needed to meet these requirements.

Maine Cohort for Customized Learning mainecustomizedlearning.org

High School Structures: *The Transcript*



<http://bit.ly/transcriptslides>

Linda Laughlin: Executive Director
lindaflaughlin@gmail.com

Maine Cohort for Customized Learning

OUR MISSION:

Leading the development, implementation, and promotion of customized learning.

PURPOSE:

The Maine Cohort for Customized Learning is a statewide coalition of school systems, organizations, and individuals committed to supporting performance-based education in Maine school systems.

October 2012

© Maine Cohort for Customized Learning

Maine Cohort for Customized Learning

Our Vision for LEARNING

- Learners access a wide variety of personalized learning opportunities, through multiple pathways, and flexible grouping.
- Learners have access to learning anywhere, anytime.
- Learners are grouped and regrouped based on learning goals and interests rather than only by age/grade levels.
- The learning system is designed to accommodate individual learners' pace as they demonstrate proficiency of a set of common learning expectations.

Our Vision for CURRICULUM

- The curriculum is guaranteed (essential) and viable (doable) for all learners.
- The curriculum is rigorous, relevant and future focused.
- The curriculum consists of clear and measurable learning goals designed as a continuum of learning progressions.
- Complex Reasoning Processes and Habits of Mind are integral components of our curriculum.
- The curriculum is designed to build learners choice through multiple pathways resulting in a demonstration of proficiencies.

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Our Vision for INSTRUCTION

- Instruction is learner-centered: providing opportunities for voice and choice.
- Instruction is determined by the nature of the learning goal and should include a variety of approaches (i.e. direct explicit instruction, small and large group, online and independent study). Instruction is designed to reflect the learning styles of learners.
- Instruction is engaging, relevant, and meaningful for the learner.
- Instruction reflects the current research about motivation and learning.
- Instruction is focused on learners' understanding of their individual learning goals and how they will demonstrate proficiency.
- Instruction is supported by continuous feedback and reflection using a common instructional framework.

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Our Vision for Assessment/Evidence

- Assessment of learning includes frequent, focused feedback specific to learning goals.
- Assessment provides multiple ways for learners to demonstrate proficiency, taking into account learning levels, learning styles, interests, and flexible time frames.
- Assessment guides instruction and learning.
- Assessment involves learners in the process of assessing, monitoring, and setting learning goals.
- Assessments measure learner proficiency on progressions of learning goals.

Our Vision for Grading/Reporting Learner Progress

- Reporting methods document learners' progress through their educational journey.
- Electronic reporting system is accessible to and understood by learners, teachers and parents
- Reporting systems provide a clear and understandable "transcript" of achievement.
- Grading methods continuously engage learners in assessing and articulating their progress toward proficiency.
- Reporting methods directly link to specific learning targets and learner outcomes.

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OVERALL OUTCOME:

The development of independent learners who customized their own paths to proficiency.

OUTCOMES:

The intended outcomes of the Organization's work are:

- A well developed and refined Customized Learning (performance-based) model to include:
 - A clear definition of what learners need to know, be able to do, and be like.
 - A system of student goal setting and monitoring of their progress to proficiency.
 - A system that facilitates fluid movement of students among multiple learning opportunities.
 - A comprehensive, user friendly, transparent recording and reporting system.
 - A model of successful integration of technology.
 - A system of shared leadership including, students, staff, parents, and community.
 - Continuous improvement practices embedded in the system.
- Collaborative systems/structures to support the work of the Organization
 - Shared resources
 - Shared planning for professional development
 - Shared networking with post secondary and other education organizations
 - Shared successes and challenges
- Successful advocacy and promotion of the model with all stakeholders
 - Recognition that this Organization is known as the "go to" group
 - Connection with post secondary organizations to build understanding
 - Coordinated, strategic lobbying for money and other resources to support the work
 - Data gathered to evaluate the success of the model and its practices
 - A communication system to convey the message of the Organization to all stakeholders
 - Recruitment of others into the Maine Cohort

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MCCL

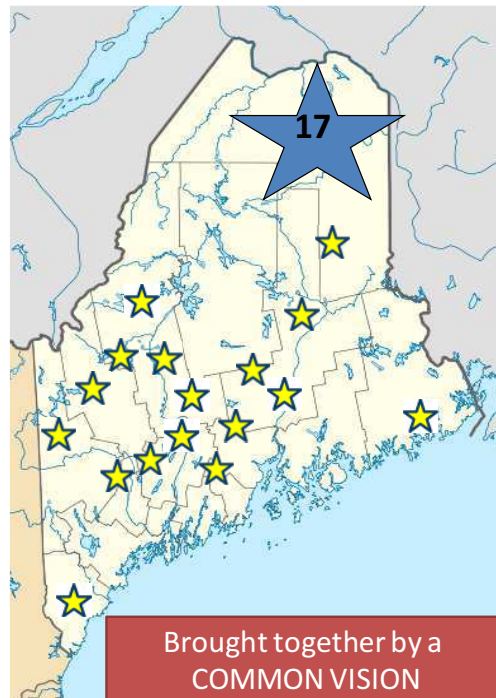
**15 School Districts +
A "Distance Partner"
with 17 additional
districts in
northern Maine**

5 Post-Sec. Schools

36,456 Students

**Representing
approximately
20% of Maine's
K-12 Students**

As of June 2015



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Maine Cohort for Customized Learning Transcript Committee Action Plan

Committee Goal: *To produce an alternative high school transcript report that reflects our vision for proficiency-based, customized learning.*

Our Audience for this Report: *Parents, High School Guidance Counselors, College Admissions Staff, Learners, Administrators, Employees, Armed Forces Representatives, NCAA Clearing House Representatives, & Scholarship Groups.*

Key Messages:

- We hope to connect our vision for proficiency-based, customized learning with the practice of providing college representatives, armed forces personnel, and perspective employees with a summative report of a learner's academic accomplishments.
- We will apply MCCL's Guiding Principles about learning and learners:
 - Learners learn in different ways & in different time frames!
 - Learners like to learn, can learn and want to be successful!
 - Learners learn best in a safe and welcoming environment!
 - Learning is enhanced when connected to relevant, real world, experiences!
 - Success breeds success and influences attitude, esteem, and motivation!
 - Mistakes are inherent to learning!
- Our work will reflect our vision for learning: Learning is the constant & time is the variable.
- We want our report to be transparent about a learner's abilities to be college & career-ready.
- Our goal is to compare learners' performances with learning expectations rather than comparing them to each other.**
- We recognize there are major flaws in the practice of **averaging grades** to communicate a learner's abilities, knowledge and skills.
- Our plan should provide strategies that help us **communicate** with parents about how college representatives receive and use transcript reports.
- Important messages** to stakeholders: "We are working directly with colleges and college admissions." "This will not hurt your child's chances at getting into college."

Identify plans for communicating with parents.			
Strategy	Who is Responsible?	Timeline	Notes
Host parent nights with college representatives. (filmed & posted on web.)			We need to prepare materials before we can plan for these.
Generate materials (talking points) that building and district leaders can use when communicating with parents.			We need to prepare materials before we can plan for these.
Produce a list of learners who have graduated from a proficiency-based, customized learning model and who have gone onto a variety of colleges.	Jon will call Casco. Deb: Searsport Mary: RSU 2	By Oct. 9 th folks will post these resources to Basecamp.	Find sample list of learners who have graduated from PB High Schools and gone onto colleges. (RSU 2, Casco, Searsport). Will ask for school profiles as well. We should reach out to colleagues who are out-of-state to learn about the work they have done.
Identify the key components of a transcript.			We will collect samples and do a comparison at our next meeting.
Collect a variety of transcripts currently being used.	Erin & Jon	Next Meeting	We want to show folks that these are very different. We have collected some samples from our own schools.
Provide support & guidance to school leaders who are designing parent nights.			We need to prepare materials before we can plan for these.

Create Sample School Profiles that reflect our vision for proficiency-based, customized learning.			
Strategy	Who is Responsible?	Timeline	Notes
Produce samples of school profiles that meet the intent of our vision.	Jon will post what he can find on the College Board site.	Oct. 9 th	Provides a translation. We need to collect good examples. Collect some of these profiles. College Board website has some samples but not necessarily PBE.

Meet with post-secondary representatives to explain our report and collect feedback.			
Strategy	Who is Responsible?	Timeline	Notes
Work with post-secondary representatives at the committee level.		November/December March 14: Meeting with UMaine Admission Reps. April 4: Presentation at MeCAS	Admissions group at UMaine meets monthly. Could share essential components. Community College Admission Directors would be another group to meet and collect feedback. This will also provide credibility to our process. The private schools are more independent but could have phone conversations. We need to come up with some questions and split up the independent schools and each of us make a call.
Meet with Directors of the University of Maine System and the Maine Community College system.		March 14: Meeting with UMaine	

General Meeting & Digital Tool Tasks			
Strategy	Who is Responsible?	Timeline	Notes
Revive the sample website to see how the report is looking. We need to connect with Scott Bacon about what else needs to be populated so we can see what the document looks like with data being used. Check with Scott to see if he can load up student data into the sample website so we can demonstrate for others.	Denise will enter a helpdesk ticket and report back to us. Linda will talk with Scott about loading up data into the sample site.		Denise is waiting for Scott to load it up in her system. Denise will request
We will meet again in late Oct. or early Nov. for a face-to-face work session.	Linda will send out a Doodle to identify next meeting date.	Doodle will be sent out by Mon. Sept. 28 th for Meeting in late Oct./early Nov.	Sample documents will have been posted to Basecamp prior to this work session.

Transcript Committee Members:

Erin Benson Director of Admissions, University of Maine Presque Isle
 Mary Giard: RSU 22, Curriculum Director
 John Henry: Vice President, Enrollment Management, Husson College
 Lori Lodge: RSU 57 Curriculum Coordinator
 Deb McIntyre: RSU 3 Assistant Superintendent
 Denise Plante: RSU 82/MSAD 12 Principal/Assistant Superintendent
 Heather Rockwell: RSU 67, Curriculum Coordinator

Maine Cohort for Customized Learning High School Transcript Reporting Concepts

An "Educational Transcript" is: an official copy of a student's educational record, a picture of the result of multiple years of academic work.

These concepts represent a compromise between traditional transcript reports and one that fully supports the intention to change our systems to proficiency-based, customized learning. Reporting by courses, issuing credits, and using grade point averages are all characteristics of the old assembly line system of learning and they do not support "learning as the constant, and time as the variable".

This is a work in progress... Please use with caution!

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PRINCIPLES/CONCEPTS TO GUIDE OUR FEEDBACK/GRADING WORK

1. Move determinations made by traditional averaging practices as far away from the assignment & learning targets level as possible.
2. Avoid scoring practices that compare learners with each other.
3. Use scoring practices that compare learners with a set criteria of learner performance (**Formative Approach**).
4. Use activities and assignments to prove proficiency at the learning target level.
5. Clearly define the scoring scale on transcripts.
6. Use scores of 2.5 & 3.5 for more reliability
7. Use the following "Research Test" as a checks and balance:
 - Does this practice encourage learners to learn?
 - Does this practice honor that mistakes are inherent in learning?
 - Does this practice honor that learners learn in different timeframes?

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MCCL's Principles of Learning & About Learners

- 
- Learners learn in different ways & in different time frames!
 - Learners like to learn, can learn and want to be successful!
 - Learners learn best in a safe and welcoming environment!
 - Learning is enhanced when connected to relevant, real world, experiences!
 - Success breeds success and influences attitude, esteem, and motivation!
 - Mistakes are inherent to learning

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The Guiding Principles (Rules) for Effective Feedback

Feedback (grading) that engenders engagement and investment:

1. Is specific to a Learning Goal.
2. Shows a clear picture of the learner's progress on learning goals and how he/she might improve.
3. Is formative in nature ("recorded in pencil").
4. Reinforces a "not yet," Growth Mindset, "mistakes are inherent in learning" culture.
5. Reflects that learners learn in different ways.
6. Reflects that learners learn in different time frames.
7. Reflects that mistakes are inherent in learning.

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Use the following “Research Test” as a check & balance:

- Does this practice encourage learners to learn?
- Does this practice honor that mistakes are inherent in learning?
- Does this practice honor that learners learn in different timeframes?

1/24/16

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Arriving at the Graduation Designation

Using Marzano’s CONJUNCTIVE APPROACH

One score does not “pull up” another.
Rather, overall grades/scores are
determined by score patterns across
the measurement topics.

1/24/16

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1-4 Proficiency-Based Learning Scale

Level 4	In addition to a score 3.5, the learner demonstrates in-depth inferences and applications that go beyond the targeted proficiency level.
Level 3.5	In addition to a score 3.0, the learner has demonstrated evidence toward moving to a level four.
Level 3.0	The learner has met the expected target at a proficient level of complex knowledge.
Level 2.5	In addition to score 2.0, the learner has demonstrated evidence of completing aspects (partially meeting) the complex proficiency learning target.
Level 2.0	The learner is proficient in the foundational knowledge with no major errors or omissions regarding simpler details and processes. <i>(This is an achievement that should be celebrated.)</i>
Level 1.5	In addition to a score 1.0, the learner (independently) possesses some but not all of the simpler details and processes.
Level 1.0	With help, the learner has a partial understanding of some of the simpler details and processes.
<p>A 3.0 score represents proficiency on a complex learning expectation. It represents the expected level of performance. A score of a 4.0 should not be equated as an “A” in a traditional grading system. A score of a 4.0 represents a performance that goes above & beyond what is expected of all learners and is not offered for all learning expectations. High performance is defined by a combination of 4.0 scores on some learning expectations and 3.0 scores on learning expectations beyond what is required for graduation.</p>	

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An Example Using the MCCL 1-4 Scoring Scale

Score Pattern	
Summa Cum Laude	No MT scores below 3.0 (or 2.75, or 2.5) & 30% or more of the MTs scored greater than 3.0 and/or demonstrated proficiency in X% of the Learning Targets beyond the essential graduation requirements.
Magna Cum Laude	No MT scores below 3.0 (or 2.75, or 2.5) & between 20-30% of the MTs scored greater than 3.0 and/or demonstrated proficiency in X% of the Learning Targets beyond the essential graduation requirements.
Cum Laude	No MT scores below 3.0 (or 2.75, or 2.5) & between 10-20% of the MTs scored greater than 3.0 and/or demonstrated proficiency in X% of the Learning Targets beyond the essential graduation requirements.
Diploma	No Measurement Topic (MT) scores below 3.0 (or 2.75, or 2.5)
Certificate of Attend.	Below Diploma requirements

This scoring pattern recognizes two ways to go “above and beyond”, achieving scores higher than a 3.0 and going down the scope of a learning progression, beyond what is required for graduation.

These percentages are used as examples. Percentages should be determined at the local level. We should recognize that while getting a proficiency-based system up and running it will take some time to implement in a way that there are multiple opportunities to gain a score higher than a 3.0.

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Special Recognitions

For Example:

Cum Laude Distinctions

Cum Laude Distinctions

English Language Arts Summa Cum Laude

Cum Laude Distinctions

Mathematics Magna Cum Laude

Cum Laude Distinctions

Visual Performing Arts Cum Laude

Learning Experiences Beyond Proficiency

For Example:

Advanced Placement

Certifications: ie: CTE, EMT, Firefighting, Pilot...

Dual Enrollment

Internships

1/24/16

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Converting Graduation Designation to Grade Point Average (GPA)

Summa Cum Laude

No Measurement Topic scores below **3.0 (or 2.75, or 2.5)** & 30% or more scored greater than 3.0 and/or demonstrated proficiency in **X%** of the Learning Targets beyond the essential graduation requirements in the learning progression

4.00 GPA

Magna Cum Laude

No Measurement Topic scores below 3.0 (or 2.75, or 2.5) & between 20-30% scored greater than 2.75 and/or demonstrated proficiency in **X%** of the Learning Targets beyond the essential graduation requirements in the learning progression

3.75 GPA

Cum Laude

No Measurement Topic scores below 3.0 (or 2.75, or 2.5) & between 10-20% scored greater than 2.75 and/or demonstrated proficiency in **X%** of the Learning Targets beyond the essential graduation requirements in the progression

3.50 GPA

Diploma

No Measurement Topic scores below 3.0 (or 2.75, or 2.5)

3.00 GPA

The limits of 2.75 and percentages for Cum Laude, Magna Cum Laude & Summa Cum Laude are all samples figures.

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Sample
Transcript
Report (Page 1)

Content Area	Course Name	Score	Credit	S	
English Language Arts	Creative Writing	3.0	1.0		
	Compositional Writing	2.75	1.0		
	American Literature	3.5	1.0	\$	
	Humanities	3.0	1.0		
	Research	3.75	1.0	\$	
Social Studies	World Studies	2.5	1.0		
	Humanities	2.75	1.0		
	A.P. United States History	3.75	1.0	\$	
	American Government	3.25	1.0		
	Economics	2.80	1.0		
Mathematics	Algebra 1	3.25	1.0		
	Geometry	3.5	1.0		
	Algebra 2	3.0	1.0		
	Calculus	3.0	1.0		
	Engineering	2.5	1.0		
Visual Performing Arts	College Algebra (Dual Enrollment)	2.80	1.0		
	Graphic Arts	2.75	0.5		
	Pottery	3.0	0.5		
	Band	3.75	0.5	\$	
	Chorus	3.90	0.5	\$	
Science	Musical Production	4.0	0.5	\$	
	Theater	2.75	0.5		
	Biology	3.5	1.0		
	Earth Science	2.75	1.0		
	Chemistry	3.25	1.0		
World Language	A.P. Chemistry	3.75	1.0	\$	
	Anatomy & Physiology	3.0	1.0		
	Environmental Science	2.75	1.0		
	Latin	2.75	1.0		
	Spanish	3.0	1.0		
Health & Physical Education	Wellness	3.25	0.5	\$	
	Fitness	3.5	0.5	\$	
	Dance	2.75	0.5		
	Technology	Web-Based Design	2.75	0.5	
	Computer Programming	3.25	0.5		
Career Technical Education	Machine Tool	3.5	1.0	\$	
College & External Courses	English Composition	2.75	1.0		
(*) Scholar Achievement defined as achieving proficiency in more than 20% of the Score 4 options available in that course.					

Grade Point Average: The result of averaging all the overall measurement topic scores (or could be determined by using the score pattern listed below). See back of transcript for more information.		3.25
Scholar Recognitions		
English Language Arts	Summa Cum Laude	
Mathematics	Cum Laude	
Visual Performing Arts: Music	Summa Cum Laude	
1-4 Proficiency-based Learning Scale		
Level 4	In addition to a score 3.5, the learner demonstrates in-depth inferences and applications that go beyond the targeted proficiency level.	
Level 3.5	In addition to a score 3.0, the learner has demonstrated evidence toward moving to a level four.	
Level 3.0	The learner has met the expected target at a proficient level of complex knowledge.	
Level 2.5	In addition to score 2.0, the learner has demonstrated evidence of completing aspects (partially meeting) the learning target.	
Level 2.0	The learner is proficient in the foundational knowledge with no major errors or omissions regarding simpler details and processes.	
Level 1.5	In addition to a score 1.0, the learner (independently) possesses some but not all of the simpler details and processes.	
Level 1.0	With help, the learner has a partial understanding of some of the simpler details and processes.	
A 3.0 score represents proficiency on a complex learning expectation. It represents the expected level of performance. A score of a 4.0 should not be equated as an "A" in a traditional grading system. A score of a 4.0 represents a performance that goes above & beyond what is expected of all learners and is not offered for all learning expectations. High performance is defined by a combination of 4.0 scores on some learning expectations and 3.0 scores on learning expectations beyond what is required for graduation.		
Scholar Recognition Key		
Summa Cum Laude	No overall measurement topic scores below 3.0 (or 2.75, or 2.5) & 30% or more scored greater than 3.0 and/or demonstrated proficiency in 80% of the learning expectations beyond the essential graduation requirements.	4.00 GPA
Magna Cum Laude	No overall measurement topic scores below 3.0 (or 2.75, or 2.5) & between 20-30% scored greater than 3.0 and/or demonstrated proficiency in 80% of the learning expectations beyond the essential graduation requirements.	3.75 GPA
Cum Laude	No overall measurement topic scores below 3.0 (or 2.75, or 2.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in 80% of the learning expectations beyond the essential graduation requirements.	3.50 GPA
Diploma	No overall measurement topic scores below 3.0 (or 2.75, or 2.5).	3.00 GPA

Content Area	Course Name	Score	Credits	
English Language Arts	Creative Writing	3.0	1.0	
	Compositional Writing	2.75	1.0	
	American Literature	3.5	1.0	
	Humanities	3.0	1.0	
	Research	3.75	1.0	
Social Studies	World Studies	2.5	1.0	
	Humanities	2.75	1.0	
	A.P. United States History	3.75	1.0	
	American Government	3.25	1.0	
	Economics	2.80	1.0	
Mathematics	Algebra 1	3.25	1.0	
	Geometry	3.5	1.0	
	Algebra 2	3.0	1.0	
	Calculus	3.0	1.0	
	Engineering	2.5	1.0	
Visual Performing Arts	College Algebra (Dual Enrollment)	2.80	1.0	
	Graphic Arts	2.75	0.5	
	Pottery	3.0	0.5	
	Band	3.75	0.5	
	Chorus	3.90	0.5	
Science	Musical Production	4.0	0.5	
	Theater	2.75	0.5	
	Biology	3.5	1.0	
	Earth Science	2.75	1.0	
	Chemistry	3.25	1.0	
World Language	A.P. Chemistry	3.75	1.0	
	Anatomy & Physiology	3.0	1.0	
	Environmental Science	2.75	1.0	
	Latin	2.75	1.0	
	Spanish	3.0	1.0	
Health & Physical Education	Wellness	3.25	0.5	
	Fitness	3.5	0.5	
	Dance	2.75	0.5	
	Technology	Web-Based Design	2.75	0.5
	Computer Programming	3.25	0.5	
Career Technical Education	Machine Tool	3.5	1.0	
College & External Courses	English Composition	2.75	1.0	

15% Scholar Achievement defined as achieving proficiency in more than 20% of the Score 4 options available in that course.

Standards-referenced

This is a standards-referenced report: It reports overall scores for the work completed in courses. We may assume that each of these courses reference learning expectations but it is not clear what the learner is proficient at. We may also assume that the course scores are the result of averages of activities and assignments that may reference learning expectations.

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Content Area	Course Name	Score	Credit	\$
English Language Arts	Creative Writing	3.0	1.0	
	Compositional Writing	2.75	1.0	
	American Literature	3.5	1.0	\$
	Humanities	3.0	1.0	
Social Studies	Research	3.75	1.0	\$
	World Studies	2.5	1.0	
	Humanities	2.75	1.0	
	A.P. United States History	3.75	1.0	\$
Mathematics	American Government	3.25	1.0	
	Economics	2.80	1.0	
	Algebra 1	3.25	1.0	
	Geometry	3.5	1.0	
Visual Performing Arts	Algebra 2	3.0	1.0	
	Calculus	3.0	1.0	
	Engineering	2.5	1.0	
	College Algebra (Dual Enrollment)	2.80	1.0	
Science	Graphic Arts	3.0	0.5	\$
	Pottery	3.0	0.5	\$
	Band	3.75	0.5	\$
	Chorus	3.50	0.5	\$
World Language	Musical Production	4.0	0.5	\$
	Theater	2.75	0.5	
	Biology	3.5	1.0	
	Earth Science	2.75	1.0	
Health & Physical Education	Chemistry	3.25	1.0	
	A.P. Chemistry	3.75	1.0	\$
	Anatomy & Physiology	3.0	1.0	
	Environmental Science	2.75	1.0	
Technology	Latin	2.75	1.0	
	Spanish	3.0	1.0	
	Wellness	3.25	0.5	\$
	Fitness	3.5	0.5	\$
Career Technical Education	Dance	2.75	0.5	
	Web-Based Design	2.75	0.5	
	Computer Programming	3.25	0.5	
	Machine Tool	3.5	1.0	\$
College & External Courses	English Composition	2.75	1.0	

\$ Scholar Achievement defined as achieving proficiency in more than 20% of the score & patterns available in that course.

Content Area	Course Name	Score	Credit	\$
English Language Arts:	Creative Writing	3.0	1.0	
	Compositional Writing	2.75	1.0	
	American Literature	3.5	1.0	\$
	Humanities	3.0	1.0	
Social Studies	Research	3.75	1.0	\$
	World Studies	2.5	1.0	
	Humanities	2.75	1.0	
	A.P. United States History	3.75	1.0	\$
Mathematics	American Government	3.25	1.0	
	Economics	2.80	1.0	
	Algebra 1	3.25	1.0	
	Geometry	3.5	1.0	
	Algebra 2	3.0	1.0	
	Calculus	3.0	1.0	
	Engineering	2.5	1.0	
	College Algebra (Dual Enrollment)	2.80	1.0	

Standards-referenced

Key Questions:

- Does this practice honor that learners learn in different timeframes?
- Does this practice encourage learners to learn?
- Does this practice honor that mistakes are inherent in the learning process?
- How is the course score calculated? How are credits defined? Why is there a need to issue credits which are based on a calculation of seat time & courses?

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Content Area	Course Name	Score	Credit	\$
English Language Arts	Creative Writing	3.0	1.0	
	Compositional Writing	2.75	1.0	
	American Literature	3.5	1.0	\$
	Humanities	3.0	1.0	
Social Studies	Research	3.75	1.0	\$
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	Calculus	3.0	1.0	
	Engineering	2.5	1.0	
	College Algebra (Dual Enrollment)	2.80	1.0	
Science	Graphic Arts	3.0	0.5	\$
	Pottery	3.0	0.5	\$
	Band	3.75	0.5	\$
	Chorus	3.50	0.5	\$
World Language	Musical Production	4.0	0.5	\$
	Theater	2.75	0.5	
	Biology	3.5	1.0	
	Earth Science	2.75	1.0	
Health & Physical Education	Chemistry	3.25	1.0	
	A.P. Chemistry	3.75	1.0	\$
	Anatomy & Physiology	3.0	1.0	
	Environmental Science	2.75	1.0	
Technology	Latin	2.75	1.0	
	Spanish	3.0	1.0	
	Wellness	3.25	0.5	\$
	Fitness	3.5	0.5	\$
Career Technical Education	Dance	2.75	0.5	
	Web-Based Design	2.75	0.5	
	Computer Programming	3.25	0.5	
	Machine Tool	3.5	1.0	\$
College & External Courses	English Composition	2.75	1.0	

\$ Scholar Achievement defined as achieving proficiency in more than 20% of the score & patterns available in that course.

Content Area	Course Name	Score	Credit	\$
English Language Arts:	Creative Writing	3.0	1.0	
	Compositional Writing	2.75	1.0	
	American Literature	3.5	1.0	\$
	Humanities	3.0	1.0	
Social Studies	Research	3.75	1.0	\$
	World Studies	2.5	1.0	
	Humanities	2.75	1.0	
	A.P. United States History	3.75	1.0	\$
Mathematics	American Government	3.25	1.0	
	Economics	2.80	1.0	
	Algebra 1	3.25	1.0	
	Geometry	3.5	1.0	
	Algebra 2	3.0	1.0	
	Calculus	3.0	1.0	
	Engineering	2.5	1.0	
	College Algebra (Dual Enrollment)	2.80	1.0	

Standards-referenced

Schools who are preparing for this report are creating course playlists in Empower that show which learning goals will be addressed in that course.

Several schools are planning to continue to allow the course score to be updated throughout the learner's high school career. So, in the example able, the score of 3.25 in Algebra 1 could increase if the learner works on those learning goals after the end of their Algebra 1 course.. This might happen while taking their Geometry or Algebra 2, or a Technical Center course, etc.

Consequently, these schools are also considering changing the "credit" column to a "date last updated" column.

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Content Area	Course Name	Score	Credit	\$
English Language Arts	Creative Writing	3.0	1.0	
	Compositional Writing	2.75	1.0	
	American Literature	3.5	1.0	\$
	Humanities	3.0	1.0	
Social Studies	Research	3.75	1.0	\$
	World Studies	2.5	1.0	
	Humanities	2.75	1.0	
	A.P. United States History	3.75	1.0	\$
Mathematics	American Government	3.25	1.0	
	Economics	2.80	1.0	
	Algebra 1	3.25	1.0	
	Geometry	3.5	1.0	
Visual Performing Arts	Algebra 2	3.0	1.0	
	Calculus	3.0	1.0	
	Engineering	2.5	1.0	
	College Algebra (Dual Enrollment)	2.80	1.0	
Science	Graphic Arts	3.0	0.5	\$
	Pottery	3.0	0.5	\$
	Band	3.75	0.5	\$
	Chorus	3.50	0.5	\$
World Language	Musical Production	4.0	0.5	\$
	Theater	2.75	0.5	
	Biology	3.5	1.0	
	Earth Science	2.75	1.0	
Health & Physical Education	Chemistry	3.25	1.0	
	A.P. Chemistry	3.75	1.0	\$
	Anatomy & Physiology	3.0	1.0	
	Environmental Science	2.75	1.0	
Technology	Latin	2.75	1.0	
	Spanish	3.0	1.0	
	Wellness	3.25	0.5	\$
	Fitness	3.5	0.5	\$
Career Technical Education	Dance	2.75	0.5	
	Web-Based Design	2.75	0.5	
	Computer Programming	3.25	0.5	
	Machine Tool	3.5	1.0	\$
College & External Courses	English Composition	2.75	1.0	

This part of the report represents a transition from the traditional reporting of grades in courses to a report that is based on standards/learning expectations.

A school must determine how each of the final course scores are determined. Courses may be aligned with learning expectations but this part of the report leaves it unclear what those learning expectations are.

Assuming these course scores are aligned with learning expectations, a school must determine if a learner is able to go back and build upon proficiency levels after the course has ended, and therefore, allow these scores to change over time.

Does this practice honor that learners learn in different timeframes? Should the course score change over the time the learner is at the high school?

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Content Area	Course Name	Score	Credit	\$
English Language Arts:	Creative Writing	3.0	1.0	
	Compositional Writing	2.75	1.0	
	American Literature	3.5	1.0	\$
	Humanities	3.0	1.0	
Social Studies	Research	3.75	1.0	\$
	World Studies	2.5	1.0	
	Humanities	2.75	1.0	
	A.P. United States History	3.75	1.0	\$
Mathematics	American Government	3.25	1.0	
	Economics	2.80	1.0	
	Algebra 1	3.25	1.0	
	Geometry	3.5	1.0	
	Algebra 2	3.0	1.0	
	Calculus	3.0	1.0	
	Engineering	2.5	1.0	
	College Algebra (Dual Enrollment)	2.80	1.0	

Standards-referenced

Sample Transcript Report (Page 1)

Grade Point Average: The result of averaging all the overall measurement topic scores (or could be determined by using the score pattern listed below). See back of transcript for more information.		3.25
Scholar Recognitions		
English Language Arts	Summa Cum Laude	
Mathematics	Cum Laude	
Visual Performing Arts: Music	Summa Cum Laude	

Separate "cum laude" designations allow us to recognize the individual & varied talents of a graduate.

Magna Cum Laude	3.0 and/or demonstrated proficiency in 80% of the learning expectations beyond the essential graduation requirements.	3.75 GPA
Cum Laude	No overall measurement topic scores below 3.0 (or 2.75, or 2.5) & between 80-89% scored greater than 3.0 and/or demonstrated proficiency in 80% of the learning expectations beyond the essential graduation requirements.	3.50 GPA
Diploma	No overall measurement topic scores below 3.0 (or 2.75, or 2.5)	3.00 GPA

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Sample
Transcript
Report (Page 1)

Content Area	Course Name	Score	Credit	
English Language Arts	Creative Writing	3.0	1.0	
	Compositional Writing	3.75	1.0	
	American Literature	3.5	1.0	
	Humankind	3.0	1.0	
Social Studies	Research	3.75	1.0	
	World Studies	2.5	1.0	
	Humanities	2.75	1.0	
	A.P. United States History	3.75	1.0	
Mathematics	American Government	3.25	1.0	
	Economics	2.80	1.0	
	Algebra 1	3.25	1.0	
	Geometry	3.5	1.0	
	Algebra 2	3.0	1.0	
	Calculus	3.0	1.0	
	Engineering	2.5	1.0	

Grade Point Average: The result of averaging all the overall measurement topic scores (or could be determined by using the score pattern listed below). See back of transcript for more information.

3.25

Scholar Recognitions

English Language Arts	Summa Cum Laude
Mathematics	Cum Laude
Visual Performing Arts: Music	Summa Cum Laude

3-4 Proficiency-based Learning Scale

In addition to a score 3.5, the learner demonstrates in-depth inferences and applications that go beyond the targeted proficiency level.

to a score 3.0, the learner has demonstrated evidence of a level four.

to a score 2.5, the learner has demonstrated evidence of aspects (partially meeting) the learning target.

to a score 2.0, the learner has demonstrated evidence of aspects (partially meeting) the learning target.

to a score 1.5, the learner (independently) possesses some of the simpler details and processes.

to a score 1.0, the learner has a partial understanding of some of the details and processes.

proficiency on a complex learning expectation. It represents a score of a 4.0 should not be equated as an "A" system. A score of a 4.0 represents a performance that goes beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & 30% or more scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & between 20-30% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

overall measurement topic scores below 3.0 (or 3.0, or 3.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.

TRANSITIONING

from Reporting by Grades
in Courses to
Reporting on Learning
Expectations/Standards

Scholar Recognition Key			
Summa Cum Laude	No overall measurement topic scores below 3.0 (or 2.75, or 2.5) & 30% or more scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.	4.00 GPA	
Magna Cum Laude	No overall measurement topic scores below 3.0 (or 2.75, or 2.5) & between 20-30% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.	3.75 GPA	
Cum Laude	No overall measurement topic scores below 3.0 (or 2.75, or 2.5) & between 10-20% scored greater than 3.0 and/or demonstrated proficiency in X% of the learning expectations beyond the essential graduation requirements.	3.50 GPA	
Diploma	No overall measurement topic scores below 3.0 (or 2.75, or 2.5)	3.00 GPA	

The limits of the overall measurement topic score and percentages of scores greater than 3.0 for Cum Laude, Magna Cum Laude & Summa Cum Laude, are all samples figures. I local district must determine what are appropriate measures for their learners.

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English Language Arts	Overall MT Score	Mathematics	Overall MT Score	Social Studies	Overall MT Score
Reading: Literature	4	Number Sense	2.75	US Regions	3
Reading: Informational	3.25	Geometry	3	World Geography	2.75
Language	2.75	Algebra	2.75	Maps & Tools	4
Language Acquisition	4	Statistics & Probability	3.75	US Const. & Legal Sys.	3
Writing	3.75	Tools of Measurement	3	Rights & Respon.	2.75
Writing: Types & Purposes	3	Science	3	Personal Economics	3
Writing: Process	3	Strand: Life Science	3	Functional Economics	2.75
Research	3.75	Strand: Physical Science	3	Econo. Transformation	4
Speaking & Listening	2.5			Aware. & Understand.	3
				Pop Culture	2.75
				Tech. & Innovation	2.75
				Transformation	3
				War & Diplomacy	4
				Soc., Pol. & Eco. Reform	3.75
				Comparative Govt.	3
				Leadership & People	2.75

This is a Standards-Based report that attempts to connect the courses a learner has taken with the learning expectations in the curriculum. The scores represent an average of the scores assigned to specific learning goals in each of the measurement topics.

Overall Measurement Topic (MT) Score is the result of averaging Scores received for each learning expectation across the scope of the measurement topic.

English Language Arts	Overall MT Score	Mathematics	Overall MT Score
Reading: Literature	4	Number & Quantity	4
Reading: Informational	3.25	Geometry	3
Language	2.75	Algebra	3
Language Acquisition	4	Statistics & Probability	4
Writing	3.75		

Plot Development is a measurable topic of learning.

1/24/16

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English Language Arts		Overall MT Score	Mathematics	Overall MT Score	
Reading: Literature	Plot Development Fr. Eng., So. Eng. A.P. Lit.		Fr. Eng., So. Eng., A.P. Lit. are titles of high school courses.		2.75
	Theme DE Eng. A.P. Lit.	4	Number & Quantity	Number Systems PreAlg.; Alg. 1	4
	Character Development HS Courses	3.75	Geometry	Attributes & Properties Alg. 1	3.25
	Narration HS Courses	3		Geometric Meas. Geo.	3
Reading: Informational	Rhetorical Modes Fr. Eng., So. Eng. A.P. Lit.	3.25		Coordinate System Geo.; Alg. 2	2.75
	Central Idea DE Eng. A.P. Lit.	3		Expressions, Equations & Alg. 1; Alg. 2	3
	Text Structures & Features HS Courses	2.75	Foundational Alg. MS Alg.	2.75	
	Author's Reasoning HS Courses	2	Interpreting Functions HS Courses	4	
Language	Conventions Fr. Eng., So. Eng. A.P. Lit.		Algebra	Building Functions HS Courses	3.75
Language Acquisition	Use of Language DE Eng. A.P. Lit.	2.75		Measurement	3
	Vocabulary HS Courses	4		Data Analysis	2.75
Writing	Writing Traits Fr. Eng.	3.75		Statistics & Probability	???? A.P. Stats.

English Language Arts	Overall MT Score				
Reading: Literature	Plot Development Fr. Eng. So. Eng. A.P. Lit.	2.75	Geometry	Attributes & Properties Alg. 1	3.25
	Theme DE Eng. A.P. Lit.	4		Geometric Meas. Geo.	3
	Character Development HS Courses	3.75		Coordinate System Geo.; Alg. 2	2.75
	Narration HS Courses	3		Expressions, Equations & Alg. 1; Alg. 2	3
	Rhetorical Modes Fr. Eng. So. Eng. A.P. Lit.	3.25		Foundational Alg. MS Alg.	2.75
Reading: Informational	Central Idea DE Eng. A.P. Lit.	3	Algebra	Interpreting Functions HS Courses	4
	Text Structures & Features HS Courses	2.75		Building Functions HS Courses	3.75
	Author's Reasoning HS Courses	2		Measurement	3
	Conventions Fr. Eng. So. Eng. A.P. Lit.	2.75		Data Analysis	2.75
Language	Use of Language DE Eng. A.P. Lit.	2.75	Statistics & Probability		
Language Acquisition	Vocabulary HS Courses	4			
Writing	Graduation requirements can be determined by overall measurement topic scores				4

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English Language Arts		Overall MT Score	
 Reading: Literature	Plot Development Fr. Eng. So. Eng. A.P. Lit.	2.75	
	Theme DE Eng. A.P. Lit.	4	
	Character Development HS Courses	3.75	
	Narration HS Courses	3	
	A district could also opt to report out at the overall strand level. The result of averaging the scores for Plot Development, Theme, Character Development & Narration.		
Reading: Informational	DE Eng. A.P. Lit.		
Language	Text Structures & Features HS Courses	2.75	
	Author's Reasoning HS Courses	2	
	Conventions Fr. Eng. So. Eng. A.P. Lit.		
Language Acquisition	Use of Language DE Eng. A.P. Lit.	2.75	
Writing	Vocabulary HS Courses	4	
	Graduation requirements can be determined by overall measurement topic scores.		

Mathematics		Overall MT Score	
Number Sense	Fractions, Decimals & PreAlg.; Alg. 1	2.75	
Number & Quantity	Number Systems PreAlg.; Alg. 1	4	
Geometry	Attributes & Properties Alg. 1	3.25	
	Geometric Meas. Geo.	3	
	Coordinate System Geo.; Alg. 2	2.75	
	Expressions, Equations & Alg. 1; Alg. 2	3	
	Foundational Alg. MS Alg.	2.75	
Algebra	Interpreting Functions HS Courses	4	
	Building Functions HS Courses	3.75	
	Measurement	3	
Statistics & Probability	Data Analysis	2.75	
	???? A.P. Stats.	4	

English Language Arts	Overall MT Score	Mathematics	Overall MT Score	Social Studies	Overall MT Score
Reading: Literature	Plot Development Fr. Eng., So. Eng., A.P. Lit.	Number Sense	Fractions, Decimals & PreAlg.; Alg. 1	US Regions	3
	Theme DE Eng. A.P. Lit.	Number & Quantity	Number Systems PreAlg.; Alg. 1	World Geography	2.75
	Character Development HS Courses	Geometry	Attributes & Properties Alg. 1	Maps & Tools	4
	Narration HS Courses		Geometric Meas. Geo.	US Const. & Legal Sys.	3
Reading: Informational	Rhetorical Modes Fr. Eng., So. Eng., A.P. Lit.		Coordinate System Geo.; Alg. 2	Rights & Respon.	2.75
	Central Idea DE Eng. A.P. Lit.		Expressions, Equations & Alg. 1; Alg. 2	Personal Economics	3
	Text Structures & Features HS Courses		Foundational Alg. MS Alg.	Functional Economics	2.75
	Author's Reasoning HS Courses	Statistics & Probability	Interpreting Functions HS Courses	Econo. Transformation	4
Language	Conventions Fr. Eng., So. Eng., A.P. Lit.		Building Functions HS Courses	Aware. & Understand.	3
	Use of Language DE Eng. A.P. Lit.		Measurement	Pop Culture	2.75
Language Acquisition	Vocabulary HS Courses		Data Analysis	Tech. & Innovation	4
	Writing Traits Fr. Eng.		???? A.P. Stats.	Transformation	3
Writing	Informative/Explanatory Fr. Eng., So. Eng., A.P. Lit.	Science	Probability Stats.	War & Diplomacy	4
	Opinion/Arguments DE Eng. A.P. Lit.		Measurement HS Courses	Soc., Pol. & Eco. Reform	3.75
Writing: Types & Purposes	Narratives HS Courses		Overall MT Score	Comparative Govt.	3
	Planning & Drafting Fr. Eng., So. Eng., A.P. Lit.		Biodiversity & Evolution	Leadership & People	2.75
	Revising & Editing DE Eng. A.P. Lit.		Environmental Science	War & Diplomacy	4
	Production & Distribution HS Courses		Human Body Systems	Globalization	3.75
Research	Accessing Information Fr. Eng., So. Eng., A.P. Lit.	Strand: Life Science	Cells & Organisms	Relig., Diver., & Identity	3
	Analyzing Information HS Courses		Heredity & Reproduction		
Speaking & Listening	???? Fr. Eng., So. Eng., A.P. Lit.		Matter		
	???? DE Eng. A.P. Lit.		Forces & Motion		
	???? HS Courses	Strand: Physical Science	Mechanical Systems		
			Waves		
			Heat Energy		

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VPA Music			World Languages			Health			
Overall MT Score			Overall MT Score			Summative MT Score			
Disciplinary Literacy	Rhythm	3	Communication	Presentational	2.75	Substance Use & Prevention	Alcohol	3	
	MS Courses	2.75		MS Courses	4		MS Health	2.75	
Creation, Performance, Expression	Melody	3		Presentational	3.75	Disease	Tobacco	4	
	Music	2.75		Interpretive	3		MS Health	4	
Aesthetics & Criticism	Creat., Perf., Exp.	2.75		Interpretive	3.25	Safety	Non-Bio.	3	
	Aesthetics	2.75		MS Courses	3		Communicable Bio.	2.75	
Connections	Criticism	2.75		Interpersonal	3		Care of the Body	Bio.	4
	Culture & History	3	Reading	Products & MS Courses	2.75	Safety & Accident		3	
	Lifestyle & Career	2.75		Interpersonal	2.5	Recog. & MS Health	2.75		
Overall MT Score			Overall MT Score			Overall Measurement Topic (MT) Score is the result of averaging scores received for each learning expectations across the scope of the measurement topic.			
VPA Art			Industrial Tech.			Safety			
Overall MT Score			Overall MT Score			Reasoning Processes			
Disciplinary Literacy	Artist's Purpose	2.75	Communication	Drafting	2.75	Using Knowledge: Addressing Situations & Issues	Decision Making	Symbolizing	
	MS Courses	2.75		MS Courses	1		Situational Problem Solving	Integrating	
Creation, Performance, Expression	Elem. of MS Courses	3.2		Production	3.75	Using Knowledge: Clarify Phenomena & Events	Invention	Recognizing	
	MS Courses	3.2		MS Courses	3		Experimental Inquiry	Recalling	
Aesthetics & Criticism	Aesthetics	3		Safety	3	Analyzing Know. Examining & Generating Similarities & Diff.	Investigation	Executing	
	Criticism	2.75		MS Courses	3		Systems Analysis		
Connections	Culture & History	3	Habits of Mind			Analyzing Know. Examining & Generating Similarities & Diff.	Comparing		
	Lifestyle & Career	2.75					Classifying		
Overall MT Score			Reflective Learner	Understanding		Analyzing Know. Examining & Generating Similarities & Diff.	Analogical Thinking		
VPA Art				Cultivating			Analyzing Perspectives		
Overall MT Score				Growth Mindset		Analyzing Know. Examining & Generating Similarities & Diff.	Constructing Support		
VPA Art				Responding to			Analyzing Errors in Reasoning		
Overall MT Score			Self-Directed Learner	Meeting Quality		Analyzing Know. Examining & Generating Similarities & Diff.	Deductive Reasoning		
VPA Art				Persevering			Inductive Reasoning		
Overall MT Score				Setting &		Analyzing Know. Examining & Generating Similarities & Diff.	Reasoning		
VPA Art				Managing					
Overall MT Score			Collaborative Worker	Working Toward		Complex Reasoning			
VPA Art				Listening		Content Knowledge			
Overall MT Score				Seeking to be		Life-Long Habits of Mind			
VPA Art				Resolving					
Overall MT Score									
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Navigating the College Application Process with Your Standards-Based Transcript

Jan. 4, 2016

by Michael Stefanowicz

(Michael Stefanowicz is the Assistant Director of Admission at [Saint Michael's College](#) and the President of the [Consortium of Vermont Colleges](#).)

As a college admissions officer in Vermont and president of our statewide admissions network, I'm asked a lot of questions about how colleges will react to standards-based grading as well as the [Personalized Learning Plans](#) that Vermont must roll out by the time next year's freshmen start high school. Research shows that students know, understand, and do more when standards-based learning is implemented successfully. We know that grades serve lots of purposes and that standards-based grades do an excellent job of giving immediate feedback to kids and teachers, helping to drive classroom learning. But will colleges be able to make sense of all this talk of meeting/exceeding the standard? How will the most selective colleges identify gifted students if more of their peers start "meeting the standard?" Will colleges still be able to award scholarships fairly?

One bit of good news in all of these cases is that transcripts have always varied from school to school, and consequently admissions officers have developed an ability to make effective decisions even when the information about academic achievement is presented in multiple formats. My colleagues and I in Vermont have spent lots of time in recent months engaging in professional development to understand the pedagogy of standards-based learning and planning for transcripts to come in this new format. Here are my big takeaways as I consider standards-based learning (SBL) and the college admissions process.

We need to stick to our core values. High school counselors and college admissions counselors belong to the same professional association, the [National Association of College Admission Counseling](#). At our roots, we share the same core values of professionalism, collaboration, trust, education, fairness and equity, and social responsibility. We are on the same team, we collaborate, and our goal is to serve students the best we can.

It's all about the school profile. Every time a school counselor sends a transcript to accompany a student's college application, there is a school profile enclosed. This document highlights course offerings, lists graduation requirements, explains what constitutes a challenging course selection, and describes the high school's grading system. Students and families can ask to see their high school's profile. High schools should strive to be as clear as possible stating that, "Our high school is implementing standards-based learning in the 2016-2017 academic year. This is what our new grading scale means..."

Habits of work are still important. Assessing students based on their ultimate academic achievement in light of approved standards is a pillar of SBL, and that's what should constitute a student's final grade in a high school course. However, habits of work are important to colleges. Students have more freedom in college and are expected to take charge of homework completion, study habits, time management, and the seeking out of academic support. Habits of work should be reported somewhere on the transcript or narratively in the school counselor's recommendation letter. Ideally, high schools should articulate standards for habits of work and devise a system to assess them objectively, based on evidence.

Some colleges or majors still have very specific prerequisites. This is especially true with scientific, technical, or fine arts disciplines. A student may still meet high school standards in these disciplines through a personalized learning plan option like an internship, technical center course, or independent study. It's important to make certain that the learning targets are clearly articulated on the transcript or in a letter of recommendation so that colleges know a prerequisite has been fulfilled. The student could also offer a similar explanation through the Common Application's Additional Information section or during an admissions interview.

Scholarships still run on numerical data. These data might include a GPA, class rank, SAT or ACT scores, or a rubric designed by the college admissions counselors themselves. If a high school does not include a GPA or class rank as part of their standards-based transcript, students should send standardized test scores to the colleges to qualify for the most competitive merit-based aid. The [new SAT launching in March 2016](#) has made some great changes to align with the standards most schools are using, and I'm hopeful that these changes will lessen the discrepancy some students experience between classroom achievement and test performance, especially because there are new free, high-quality [test prep resources through Khan Academy](#), available to all students.

Colleges at all levels have expressed support for SBL. We know that when SBL is implemented effectively, it moves all students forward. A variety of colleges and universities (at many levels of selectivity) [have voiced their support](#). In the end, admission to a college comes down to fit, and that's where the application, essay, letters of recommendation, demonstrated interest, and good advice of school counselors work in concert with a student's transcript.

http://www.nytimes.com/2016/01/20/opinion/rethinking-college-admissions.html?ref=opinion&_r=1

A.3 Special Student Populations

CRCS believes that all children can learn; all children should be challenged and supported in their learning; all children have abilities and talents that are worthy of being recognized and developed; and all children benefit when they are held to clear and appropriate expectations. CRCS connects with the strengths and passion for learning of each child by providing a meaningful and engaging education. All children, especially those with special needs, can achieve high standards with effective practices that promote a responsible learning environment.

CRCS's educational program and curriculum is based on the Maine Learning Results and Maine Guiding Principles. The goal of CRCS's educational program will be to support all learners as they gain skills and competencies through this play based -based progression. Whenever possible, learners will be engaged in authentic learning opportunities that support the learning needs of all learners and will be especially important to at-risk learners providing opportunities to use skills that suit their unique learning styles and strengths.

Federal laws, including the Individuals with Disabilities Education Act (IDEA), apply to public charter schools in the same manner as they apply to other public schools. A public charter school must allow special education students to attend. In addition, Maine law specifically states that students may not be discriminated against in enrollment on the basis of mental or physical disability. This also applies for students with limited English proficiency and students with 504 plans. A charter school authorized by the Charter School Commission must see to it that students requiring special education services are provided those services in a manner consistent with IDEA and is responsible itself for providing and funding special education services. CRCS fully understands that the learning needs of all students must be met with full adherence to the law.

Child Find

Child Find is a component of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 that requires States and Local Education Agencies (school districts and charter schools) to identify, locate, and evaluate all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services (34 CFR§ 300.111). Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify, and evaluate children with disabilities who are in need of Intervention Programs or Special Education and Related Services.

A child with a disability is a child having a cognitive disability, hearing impairment (including deafness), visual impairment (including blindness), a speech or language impairment, a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities.

CRCS recognizes its responsibility to locate, identify and evaluate all incoming and enrolled students in the school who are suspected of having, or known to have a disability so that a free

appropriate public education can be provided. To ensure compliance with the Child Find provisions of IDEA, the charter school will put in place the following processes:

When a parent/guardian is informed that his/her child has a place on the school's roster, that parent/guardian will be advised that any child who has an IEP or may be suspected of having a disability is entitled to special services and that the school's principal/special services coordinator should be made aware of the child's circumstances. A letter will be sent home and include:

- Records Release Form to authorize CRCS to obtain the student's records from his/her prior school
- Request for a copy of the IEP and all special education documents CRCS will contact the appropriate school district administration to obtain records for each enrolled student.

CRCS will also send to the appropriate school district's Special Education Director a list of the enrolled students from that district to determine if there are any students with IEPs or suspected of having disabilities. This will ensure that no student "falls between the cracks," as we work collaboratively with Child Developmental Services (CDS) to provide the most appropriate services.

CRCS will include in its professional development training in the days prior to the school's opening explicit instruction on Child Find provisions including guidelines and instructions for early identification of children who might be suspected of having a disability.

Pre- Referral Activities

Pre--Referral procedures are general education procedures involving regular benchmark assessments of all children, using Response to Intervention (RTI) to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are responsible for the implementation of the intervention with the collaboration of parents, primary care physicians and other important stakeholders.

There are many benefits to using RTI. It helps teachers plan effective instruction as well as document and communicate with parents about student progress. Moreover, this data can help teachers improve the academic growth of at--risk students or students with learning difficulties who may need a change of instruction or additional services. RTI follows a three--tiered approach to address student needs. Tier I provides high--quality, research based core curriculum instruction that is differentiated to meet each student's needs in the general education setting. Tier II provides targeted interventions for students who need additional support in addition to core instruction. Tier III provides intensive interventions for students with significant academic or behavioral needs.

At CRCS the RTI process is integrated within the school's philosophy of personalized learning for all learners. Staff will meet regularly to work collaboratively determining new ways to help shape individual instruction. CRCS will work to identify learners who are at risk for poor learning

outcomes, monitor learner progress, provide research--based interventions and adjust the intensity and nature of those interventions depending on the learner's responsiveness.

In our RTI model, all learners are screened and monitored for specific educational outcomes. Learners needing additional assistance are provided intervention and their progress is carefully monitored. Movement between tiers is a collaborative decision between the parent and teacher. Learners who make limited progress despite intensifying degrees of support are referred to determine eligibility for special education services.

Parents play a critical role in the center as well as in the RTI process. CRCS believes that the parent's influence in their child's education is a major factor of their learner's success, both social-emotional and academic. Parents and staff are expected to have ongoing, open discussions about each learner's progress on a regular basis. When a concern about a learner's progress is determined, either as a result of assessments or observations, interventions will be discussed.

Policies and Practices to Identify Students Who May be Eligible for Special Education and Related Services

In some cases, intervention is not successful and a referral for special education is deemed necessary. Even in these cases, the prior period of intervention is valuable. Prior intervention will illustrate that a referral is appropriate (as required by law) and it will help inform the IEP team about strategies that have or have not produced success when it comes time to develop the written IEP.

School employees who are making a referral shall do so by contacting the CRCS principal/special services coordinator and by filling out the appropriate referral forms. Referrals may be made by:

- A. Any professional employee of the school;
- B. The learner's parent(s); or
- C. Professional members of the community, i.e., physicians, preschool coordination site personnel or agency representatives who have knowledge of the learner.

Parents may, at any time, refer their child to the IEP Team if they have reason to believe that the student may require special education and supportive services. Regardless of the source of the referral, a referral will be considered received by the school on the date that the written referral is received by the principal/special services coordinator. It shall be signed and dated by the principal/special services coordinator, thereby indicating the date of the receipt of that referral.

Within 15 schools days of the receipt of the referral a review of existing evaluation data will occur to determine the need for additional evaluations. That review may occur either at an IEP meeting or through other discussions that fully include the parent. If IEP members are unable to reach agreement on necessary evaluations outside of an IEP meeting, an IEP meeting shall be

held to discuss the issue. Within 15 school days of receiving the referral, the school department should send to the parent a consent for initial evaluation form. When the school receives that consent form back from the family with the appropriate signatures, CRCS has 45 school days to complete the evaluation and to hold an IEP meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the IEP Team should develop an Individualized Education Program (IEP) for that child within 30 days of the determination that the student is eligible.

Plan for Addressing Needs of Students who enter the Charter School with an Existing IEP from Another School

As part of the school's Child Find Plan, CRCS recognizes its responsibility to locate, identify and evaluate all incoming and enrolled students in the school who are suspected of having, or known to have a disability so that a free appropriate public education can be provided to all children. Maine's Unified Special Education Regulations explicitly state what schools must do to address needs of students who transfer. Since charter schools are public school, CRCS will be held to the same statutes and rules.

IEPs for Children Who Transfer SAUs in the Same State:

If a child with a disability (who had an IEP that was in effect in a previous SAU in the same State) transfers to a new SAU in the same State, and enrolls in a new school within the same school year, the new SAU (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous SAU), until the new SAU either adopts the child's IEP from the previous SAU; or develops, adopts, and implements a new IEP that meets the applicable requirements in 300.320 through 300.324. [34 CFR 300.323(e)]

IEPs for Children Who Transfer From Another State:

If a child with a disability (who had an IEP that was in effect in a previous SAU in another State) transfers to a SAU in a new State, and enrolls in a new school within the same year, the new SAU (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous SAU), until the new SAU Conducts an evaluation pursuant to 34 CFR 300.304 through 300.306 (if determined to be necessary by the new SAU); and Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in 34 CFR 300.320 through 300.324. [34 CFR 300.323(f)]

Transmittal of records:

To facilitate the transition for a child described in clause:

- The new school in which the child enrolls must take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous SAU in which the child was enrolled, pursuant to section 99.31(a)(2) of Title 34, Code of Federal Regulations; and

- The previous SAU in which the child was enrolled shall take reasonable steps to promptly respond to such request from the new school. [34 CFR 300.323(g)] Education records must follow students who transfer to a school in another school administrative unit in the State.

CRCS will make all attempts to ensure the timely delivery of all IEP records so that the student can be provided with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents, until such time as CRCS adopts the previous IEP or develops, adopts, and implements a new IEP that is consistent with Federal and State law.

Engagement of Certified Professionals to Provide Special Education and Related Services Through On- Staff or Contracted Service

At this time, the CRCS Board of Directors is unsure of the exact number of students who will be attending or how many of those students will need special education services. CRCS will budget money for services to meet the needs of all special education students. CRCS has the ability to utilize existing resources through Cornville Regional Charter School's original K-8 programming such as the resource room, OT, PT, speech and language, etc, as well as collaborating with CDS.

Budgeting and Staff to Meet the Needs of the Special Student Population Through On-Staff or Contracted Service

CRCS is unsure of the exact number of students who will need special education services or to what extent. CRCS will budget \$20,000 for the possible hiring of one special education technician to meet the needs of special education students. We also have budgeted for contracted services through the K-8 programming.

Assurance that Every Student will be Served in the Least Restrictive Environment and Continuum of Placements to Eligible Students

As part of the IDEA, the least restrictive environment is identified as one of the principles that govern the education of students with disabilities and other special needs. By law, schools are required to provide a free appropriate public education (FAPE) in the least restrictive environment that is appropriate to the individual student's needs.


"Least restrictive environment" (LRE) means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers. Academically, a resource room may be available within the school for specialized instruction, with typically no more than two hours per day of services for a student with learning disabilities. Should the nature or severity of his or her disability prevent the student from achieving these goals in a regular education setting, then the student would be placed in a more restrictive environment, such as a special school, classroom within the current

school, or a hospital program. Generally, the less opportunity a student has to interact and learn with non-disabled peers, the more the placement is considered to be restricted.

To determine what an appropriate setting is for a student, an IEP team will review the student's strengths, weaknesses, and needs, and consider the educational benefits from placement in any particular educational setting. With the differences in needs and Individual Education Plans varying broadly, there is no single definition of what an LRE will be.

Example of a Continuum of Alternative Placements Least Restrictive

Example of a Continuum of Alternative Placements Least Restrictive

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- Regular education with weekly monitoring from a special education provider
 - Regular education with daily consultation from a special education provider
 - Regular education with special education services and supports included in that setting which are aligned with the general curriculum (utilizing such strategies as flexible groupings, universally-designed curriculum, overlapping curriculum, cooperative learning, peer tutoring, parallel or alternative instruction, team teaching)
 - Regular education with special education services provided for part of the day in a resource room or a special education classroom
 - Self-contained special education classroom
 - Special day school (outside the school environment)
 - Residential treatment facility
 - Hospital
 - Detention facility
 - Homebound

CRCS will program for students with disabilities in the least restrictive educational environment that can appropriately address the student's needs. CRCS will ensure that, to the maximum extent appropriate, students with disabilities are educated with children who are not disabled, and that special education, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily even with the use of supplementary aids and services.

Determinations regarding programming in the least restrictive environment will be made by the student's IEP team and will draw upon a multi-disciplinary assessment of the student's needs. CRCS will make available as appropriate the full continuum of educational placements when making placement determinations. This may include staff traveling between programs as well as the child traveling to other locations depending on their individual need and LRE.

Students with Limited English Proficiency

CRCS's English Language Learners (ELL) program is designed to identify, to assess the needs of, and to insure equal educational opportunity for students of non-English or limited English language skills. Federal law mandates equal educational opportunity for non-English or limited English proficient students.

A Language Assessment Committee (LAC) will be established to oversee the educational program of ELL students at The CRCS's English LAC will consist of an administrator, the teacher, the special education teacher, the parents and the student (where appropriate). Other paraprofessionals may be included when necessary.

The LAC meetings will be scheduled and conducted by the special education teacher in conjunction with the principal. The LAC's responsibilities will include:

- identification of potential ELL students from Home Language Surveys, referrals from parents, teachers, or other methods (i.e. Special Ed. testing)
 - to administer multi- criteria evaluations to potential ELL students annually (parents will be notified in a language they understand)
 - create and maintain a record keeping system for language assessments for each student identified as a potential ELL student
 - to make recommendations about ELL students' programs or related services in regards to amount of services, time and delivery of services, and types of programs (pull- out, classroom, etc.)
 - to meet at least annually (more if necessary) to monitor students' language and academic progress
 - to make recommendations for placement and program for the next school year
 - to recommend modification of ELL support services or reclassification of a student from Limited English Proficiency (LEP) to Fluent English Proficiency (FEP)
 - to monitor students who have been reclassified to FEP over a 2 year period
- Identification and Placement

Students will be identified as ELL through the following methods:

- Home Language Survey (developed by the State of Maine DOE)
- parent/student interviews
- teacher referrals
- school records
- other school personnel

Students will be identified as quickly as possible upon registering. Students will be placed in age appropriate mainstream classrooms. The instructional program type is Sheltered English Instruction, an approach to teaching English language learners which integrates language and content instruction. The dual goals of Sheltered English Instruction are:

1. to provide access to mainstream, grade- level content, and
2. to promote the development of English language proficiency.

Assessment

Assessments may be made: upon entry into the program, while in the program, to determine proficiency levels and areas of strength and weakness; and/ or as criteria to establish reclassification or exiting ELL services.

Each LEP student will participate in an annual WIDA administered secure test (ACCESS for ELLS) that will measure English language proficiency in mathematics, science, and Language Arts. Accommodations or alternate assessments may be required for some students.

The following assessment will be used annually:

- ACCESS for ELLS (adopted by State of Maine, April 2005)

Delivery of Services

All identified students who are limited in their English language skills (reading, writing, speaking and listening), will receive appropriate ELL services in terms of amount of service, type of program, and appropriate instructional strategies. It is basic to second language acquisition that students be proficient in all communication skill areas including reading, writing, listening, and speaking. Content- area reading can be a very difficult skill for a second language learner even if he/she appears to have achieved oral fluency. The type of instruction will be Sheltered English Instruction.

Reclassification/Exit Criteria

Exit and partial exit decisions of students from ELL services will be based on multi- criteria assessments including but not limited to ACCESS for ELLS that will review language skills in speaking, listening, reading and writing as well as performance in all content areas. Students will demonstrate fluency/proficiency on these assessments. Exit from services will occur when the student is able to competently perform in a mainstream setting.

Students who have been exited or partially exited will be monitored for two years. If at any time during those two years the student experiences difficulty with language or contents skills, the students may re- enter ELL services if deemed necessary by the LAC.

Levels of proficiency as defined by ACCESS for English Language Learners are as follows:

- Level 1 – Entering
- Level 2 – Beginning
- Level 3 – Developing
- Level 4 – Expanding
- Level 5 - Bridging

Record Keeping

A separate ELL file will be maintained by the special education teacher. It will contain assessment information, student work, records from the LAC meetings, correspondence between home and school, summary or program at the time the student exits the ELL program, and other pertinent information regarding the ELL student. A note will be placed in the student's permanent file indicating the location of this file.

Program Evaluation

The effectiveness of the program will be illustrated by the level of English language acquisition of enrolled students, parental involvement, maintenance of information about the student's,

degree of collaboration with the mainstream teachers, ELL attainment of Maine's Learning Results, and progress in acquiring English as measured by ACCESS for ELLs.

Non- Participation

In the event that parents/guardians refuse ELL services for their child, a signed letter of refusal will be placed in the student's file. These ELL services will be offered yearly and a letter of refusal must be signed annually.

How Progress will be Monitored

CRCS will implement proficiency standards for the teaching of English language arts and mathematics. The very nature of the general education program at CRCS will be to support all students as they gain skills and competencies through a proficiency based progression. IDEA requires a student's individualized education plan (IEP) must include a statement of present levels of academic and functional performance with measurable annual goals.

Progress monitoring processes that are focused, clearly defined, and complete will ensure meaningful educational programs for students with disabilities. It is the ongoing process of collecting and analyzing data to determine student progress that should be used to make instructional and service decisions based on student performance. Compiling data is a critical component in progress monitoring, ultimately saving time and providing the IEP team with useful reference points in time. At the student's annual review IEP meeting all data collected will be considered to answer the following:

- Did the student make the progress expected by the IEP team?
- How does the student's performance compare with the performance of general education students?
- Will work in the goal be continued or be dismissed from this goal area?

Student progress will be monitored through direct, indirect and authentic measurement.

Direct Measurement

- Behavior Observation provides first hand evidence of student performance as it occurs and can be documented as observation narratives, data charts of frequency, duration and interval recording, and time sampling
- Formative assessments such as chapter and norm referenced tests including state assessment, which teachers will use when writing achievement reports and as comparisons to local and national students at other public schools
- Subjective assessment including portfolios, personal learning plans, conferences, observations, and presentations to inform their instruction and assist with planning
- Curriculum Based Measure (CBM) that are brief, standardized samples usually fluency based on accuracy and time

Indirect Measurement

- Interviews provides a summary of student performance on a given behavior in a structured format; regular education teachers or other school personnel can informally conference with the teacher in charge of data collection; conferences are then summarized and added to the progress monitoring file

- Student Self- Monitoring documents student behaviors and performance

Authentic Measurement

- Work samples provide evidence through actual student work such as writing pieces, math papers, projects, pictures, and audio recordings of student performance
- Student Interviews assess student performance through informal conferences between the teacher and student; conversations are then summarized and included in the progress monitoring file

CRCS in partnership with parents and learners, will assess progress to ensure that all learners are noticed and valued. At CRCS achievement will be reflected through a variety of assessment strategies. These include but are not limited to formative assessments and norm referenced tests. Teachers would also use subjective assessment including portfolios, personal learning plans, conferences, observations, and presentations to inform their instruction and assist with planning.

In addition, each learner will develop a Personal Learning Plan (PLP) that ensures that teachers and parents have the data they need to know how learners are progressing. By using a PLP, learners are aware of their academic strengths and set goals to work toward improving their areas of need. Teachers, parents and learners work together as a team to celebrate successes and establish targets as learners gain proficiency.

The PLP contains two main sections. The first section relates to the proficiency standards developed using the scope of measurement topics for language arts and mathematics based on the Maine Learning Results and Maine Guiding Principles. The teacher, with the learner whenever appropriate, will assess each child within the topics to be covered. Once the teacher assesses the current level, he/she will help the learner set a goal for that topic.

The second part of the PLP addresses the social-emotional descriptors necessary for success. Learners will become self-motivated, competent lifelong learners assessed through teacher observations, conferences and performance tasks. The skills will include: respect, interpersonal relationships, cooperation, collaboration, goal setting, reflecting and evaluating their own learning. Performance assessments will be evaluated with the use of benchmarks and rubrics created by the learner or teacher.

Learner progress will be shared with parents through regular meetings in which achievement reports based on their PLP are discussed. All learners and the school as a whole will be monitored for continual academic growth. Understanding areas of learners' needs will provide an opportunity for ongoing professional development. This professional development will enable teachers to finely craft the subsequent instruction and make informed instructional decisions. Other professional development opportunities will help to acquire and hone instructional techniques that enhance learning. In addition, teachers will consult with counselors, nurses, and other resource specialists as needed and as determined by Individual Educational Plans.

Required Tabs

2. Special Education Procedural Safeguards.
3. Referral/Pre-Referral of Students with Disabilities Policy.
4. Referral/Pre-Referral Procedures.
5. Child Find Policy.
6. Grievance Procedure for Persons with Disabilities Policy.
7. Notification of Rights under FERPA

Tab 2
Special Education Procedural Safeguards

Please refer to CRCS Early Childhood Center Tab 2.

REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS

It shall be the policy of CRCS to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP Team may be made by parents at any time, and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by the school unit on the date that the written referral is received by the office of the Director of Special Services. It shall be signed and dated by the Director of Instructional Support or designee, thereby indicating the date of the receipt of that referral.

The Superintendent of Schools, in consultation with the Director of Instructional Support, may develop procedures for referral and the use of general education interventions within the local school unit, and may from time to time amend those procedures as necessary.

Legal References: Ch. 101, §§ II(17), III, IV(2)(D), (E), V(4)(A) (July 2011)
(Maine Dept. of Ed. Rules)

Adopted: 9/12/2012
Revised: 6/17/2015
Revised: 5/2/2016

Tab 4
Referral/Pre-Referral Procedures

Please refer to CRCS Early Childhood Center Tab 4.

CHILD FIND

CRCS seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age 5 through the school year in which they turn 20 and who are in need of special education and supportive assistance - including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

The school unit's child find responsibility shall be accomplished through a district-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP (Individual Education Plan) Team.

This child find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. CRCS may schedule child find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, CRCS will refer the child to the regional CDS site within 10 school days.

If the child find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

Legal References: 34 C.F.R. § 300.111 (2006) Me. Dept. of Ed. Reg. Ch. 101, IV(2) (2012).

Approved: 9/12/2012

Revised: 4/20/2016

GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES

The Board has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether the school unit is fully meeting its obligations under state and federal laws to protect persons with disabilities. This procedure is intended to meet the requirements of the federal Rehabilitation Act (34 CFR § 104.7(b)) and the federal Americans with Disabilities Act (28 CFR § 35.107(b)). Questions about this grievance procedure should be directed to the Principal/ADA/504 compliance coordinator.

Step One

A person with an identifiable disability, or someone acting on that person's behalf, may file a written grievance regarding compliance with state or federal disabilities laws with Principal/ADA/504 compliance coordinator. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance.

The Principal/ADA/504 compliance coordinator shall respond in writing to the grievance within 15 working days of its receipt. Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The Principal/ADA/504 compliance coordinator's written response shall be forwarded to the grievant.

Step Two

If dissatisfied with the response, the grievant may obtain a review by the Executive Director of the Principal/ADA/504 compliance coordinator's decision.

The grievant must request that review within 15 working days of the decision by the Principal/ADA/504 compliance coordinator. The Executive Director, after consultation with the Principal/ADA/504 compliance coordinator, shall respond in writing to the grievance within 15 working days. Extensions of 15 working days may be allowed when necessary to address fully the issues in the grievance. The Executive Director's written response shall be forwarded to the grievant and to the Principal/ADA/504 compliance coordinator.

[NOTE: Except for grievances regarding physical alterations to school buildings or grounds, the decision of the Executive Director shall be final. In the case of grievances regarding physical alterations to school buildings or grounds, a dissatisfied grievant may obtain a review by the Board of the Executive Director's decision.

The grievant must request that review within 15 working days of the decision by the Executive Director. The Board shall have a reasonable time to schedule a meeting on the grievance and to issue its decision.

Nothing in this grievance procedure in any way forecloses a person with a disability from seeking redress for their concerns at any time through other legal avenues, such as through the Office for Civil Rights, the Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.

Questions about other legal avenues available for persons with disabilities to pursue compliance concerns under various disabilities laws should be directed to the ADA/504 compliance coordinator [name, address, phone number].

This notice can be available in large print and/or on audio tape from the Principal/ADA/504 compliance coordinator.

Adopted: 11/7/2012

Tab 7
Notification of Rights under Ferpa

Please refer to CRCS Early Childhood Center Tab 7.

A.4 Assessment

Locally developed assessments and collection of evidence are at the core of assessing learning at CRCS. We believe in the distribution of practice, which means that learners need to continually have check-ins and practice of skills and content that have been learned in the past. A learner may be proficient in a target today but in 6 months or a year from they may not be. It may require a 10 or 15 minute review or perhaps a few sessions to refresh, but it is this continual check-in and formative assessment that is critical and most beneficial to the learner.

Our assessments will be periodic and ongoing which takes place to document learning and development using multiple measures and formats. Work samples, observations, anecdotal notes, checklists, conference notes, and digital documentation are combined to create an accurate picture of each individual learner. Formative assessment has great power to enhance learning and teaching. It focuses on how children learn, shows how children need to improve, recognizes educational achievement, and is part of effective planning. At CRCS documentation is a foundational part of learning.

Empower will be the primary Learning Management System (LMS) used to track learners' progress and upload evidence as they approach mastery over individual learning targets.

Our philosophy continues to be that learners learn in different ways and at different rates of time. Therefore, the assessments will be individualized around the learner as they move through the continuum of their learning. While we are very learner centered, we also need to know how our learners compare to the national average, which is why we will choose a computer adaptive assessment that is also nationally normed.

We will use NWEA for all appropriate age levels to demonstrate benchmark data, growth, and inform our instructional practices. Using State Assessments is important for demonstrating how we compare with local school districts at those ages. Nevertheless, a child that is "approaching" proficiency will not show growth on the State Assessment like they will on the NWEA or other formative assessments, which is a challenge for us when comparing to local school districts.

Our assessments that we are choosing in our Performance Measures will also consider area school district assessments so there can be a comparison to base our progress on.

Required Tab

8. Performance Measures (Indicators) Template.

Performance Measures

Key:

Early Childhood Center

Cornville Campus

Downtown Skowhegan Campus

Indicator and Measure	Target	Documentation to be Provided by School
<u>Student Academic Proficiency: State Assessments</u> Measure 1: Proficiency on State Assessments in reading.	Percent of grade 3-11 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.	Percent of students at each grade level scoring proficient on the ELA portion of the Maine State Assessment on a yearly basis.
<u>Student Academic Proficiency: State Assessments</u> Measure 2: Proficiency on State Assessments in math.	Percent of grade 3-11 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.	Percent of students at each grade level scoring proficient on the math portion of the Maine State Assessment on a yearly basis.
<u>Student Academic Proficiency: State Assessments</u> Measure 3: Proficiency on PSAT/SAT	Percent of students at proficiency level will increase every year at level negotiated in contract for negotiated subject or content areas. In Grades 10, 11, and 12, results from the PSAT or SAT, student scale scores will be converted to proficiency categories as outlined by the MDOE. https://www1.maine.gov/education/mhsa/documents/changing_score_scale.pdf	Percent of students at each grade level scoring proficient in the content areas tested on the PSAT/SAT
<u>Student Academic Proficiency: School Selected Assessments</u> Measure 1: Growth on school selected standardized test in reading. (CPAA)	Percent of students who make 1 level of growth in each of the reading concept areas with the Fall administration of CPAA creating the baseline and the Spring administration establishing the endpoint on a yearly basis. 4 levels of growth include Below Expectation (1.0-1.5), Approaching Expectation (1.5-2.5), At Expectation (2.5-3.5), and Above Expectation (3.5-4.0).	Percent of students who make 1 level of growth on the CPAA in each of the reading concept areas

<u>Student Academic Proficiency: School Selected Assessments</u> Measure 2: Growth on school selected standardized test in math. (CPAA)	Percent of students who make 1 level of growth in each of the math concept areas with the Fall administration of CPAA creating the baseline and the Spring administration establishing the endpoint on a yearly basis. 4 levels of growth include Below Expectation (1.0-1.5), Approaching Expectation (1.5-2.5), At Expectation (2.5-3.5), and Above Expectation (3.5-4.0).	Percent of students who make 1 level of growth on the CPAA in each of the math concept areas
<u>Student Academic Proficiency: School Selected Assessments</u> Measure 3: Growth on school selected standardized test in reading. (NWEA)	Percent of students who meet their individual growth targets with the Spring administration of the Reading NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis. 2017-2018 Establish baseline for age levels not in the previous contract (ie. 4 year olds, 14-20) 2017-2018 80% of students will meet their individual growth target in reading 2018 and all successive years we will maintain 80% of students will meet their individual growth target in reading.	Percent of students who meet their goal for NWEA growth in reading
<u>Student Academic Proficiency: School Selected Assessments</u> Measure 4: Growth on school selected standardized test in math. (NWEA)	Percent of students who meet their individual growth targets with the Spring administration of the Math NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis. 2017-2018 Establish baseline for age levels not in the previous contract (ie 14-20) 2017-2018 70% of students will meet their individual growth target in reading 2018 and all successive years we will maintain 70% of students will meet their individual growth target in reading.	Percent of students who meet their goal for NWEA growth in math
<u>Student Academic Proficiency: School Selected Assessments</u> Measure 5: Growth on school selected standardized test in developmental school readiness (DIAL)	Percent of students who make growth in their score towards school readiness with the Fall administration of the DIAL being the baseline and the Spring administration establishing the endpoint. 2017-2018: 75% of students will have a score that identifies them as having school/Kindergarten readiness skills. 2018 and all successive years we will maintain 75% of students who will have a score that identifies them as having school/Kindergarten readiness skills.	Percent of students who have a score that identifies them as having school/Kindergarten readiness skills.
<u>Student Academic Proficiency: School Selected Assessments</u> Measure 6: Proficiency on school designed assessment program measuring Common Core /Maine Guiding Principles (PLP)	100% of students will have a personalized learning plan that is composed of learning targets from our curriculum that have been selected with the collaboration of the facilitator, learner, and sometimes parent, and the learner will be aware of where he or she is on their individual pathway towards meeting that goal.	Percent of students who meet their PLP goals

<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 7: Proficiency on school selected standardized test in reading. (CPAA)</p>	<p>Percent of students who meet or exceed proficiency with the Fall administration of the CPAA in reading establishing the baseline and the Spring administration establishing the endpoint on a yearly basis.</p> <p>2017-2018: 75% of students will meet or exceed proficiency by hitting the At Expectation level or Above Expectation level. 2018 and all successive years we will maintain 75% of students meeting or exceeding proficiency on the CPAA in reading.</p>	<p>Percent of students who met or exceeded proficiency on the CPAA in reading.</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 8: Proficiency on school selected standardized test in math. (CPAA)</p>	<p>Percent of students who meet or exceed proficiency with the Fall administration of the CPAA in math establishing the baseline and the Spring administration establishing the endpoint on a yearly basis.</p> <p>2017-2018: 75% of students will meet or exceed proficiency by hitting the At Expectation level or Above Expectation level on the assessment. 2018 and all successive years we will maintain 75% of students meeting or exceeding proficiency on the CPAA in math.</p>	<p>Percent of students who met or exceeded proficiency on the CPAA in math.</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 9: Proficiency on school selected standardized test in reading. (NWEA)</p>	<p>Percent of students who meet or exceed proficiency with the Spring administration of the Reading NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.</p> <p>2017-2018: 75% of students will meet or exceed proficiency on NWEA in reading. 2018 and all successive years we will maintain 75% of students will meet or exceed proficiency on NWEA in reading.</p>	<p>Percent of students who met or exceeded proficiency on NWEA in reading.</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 10: Proficiency on school selected standardized test in math. (NWEA)</p>	<p>Percent of students who meet or exceed proficiency with the Spring administration of the Reading NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.</p> <p>2017-2018: 60% of students will meet or exceed proficiency on NWEA in reading. 2018 and all successive years we will maintain 60% of students will meet or exceed proficiency on NWEA in math.</p>	<p>Percent of students who met or exceeded proficiency on NWEA in math.</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 11: Proficiency on school designed assessment program measuring reading growth (Fountas and Pinnell)</p>	<p>Percent of students who made one year's worth of growth with the Spring administration of the Fountas and Pinnell Assessment establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.</p> <p>80% of learners will make 1 year's worth of growth on the Fountas and Pinnell reading assessment. Those learners maxing out of the assessment for 2 consecutive times will be exempt from further testing. Data will be calculated for levels Y and lower.</p>	<p>Percent of students who met the target.</p>

<u>Student Academic Growth: State Assessments</u> Measure 1: Same cohort growth on State Assessment in ELA	Percent of same cohort students who reach proficiency from each grades 3 - 11 in ELA. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.	Percent of proficient students at each grade level compared to the proficiency from the year before. (l.e. comparing 2015 7 th graders to 2016 8 th graders.) Percentage of students who are continuously enrolled.
<u>Student Academic Growth: State Assessments</u> Measure 2: Same cohort growth on State Assessment in math	Percent of same cohort students who reach proficiency from each grades 3 - 11 in Math. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.	Percent of proficient students at each grade level compared to the proficiency from the year before. (l.e. comparing 2015 7 th graders to 2016 8 th graders.) Percentage of students who are continuously enrolled.
<u>Student Academic Growth: State Assessments</u> Measure 3: Successive cohort growth on State Assessment in ELA	Percent of same cohort students who reach proficiency from each grades 3 - 11 in ELA. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.	Percent of proficient students at each grade level compared to the proficiency from the year before. (l.e. comparing 2015 7 th graders to 2016 7 th graders.)
<u>Student Academic Growth: State Assessments</u> Measure 4: Successive cohort growth on State Assessment in math	Percent of same cohort students who reach proficiency from each grades 3 - 11 in Math. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.	Percent of proficient students at each grade level compared to the proficiency from the year before. (l.e. comparing 2015 7 th graders to 2016 7 th graders.
<u>Achievement Gaps</u> Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.	Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 3 - 11 in reading. Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 3 - 11 in math. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.	Report of overall proficiency of students belonging to each subgroup in the school in reading and math. All grade levels will be put together if the numbers in each subgroup are below the minimum number required by the MDOE.
<u>Achievement Gaps</u>	Percent of students in identified subgroups meeting their individual goals as measured on	Percent of students in subgroups

Measure 2: Gaps in proficiency and growth between major student subgroups on NWEA.	<p>the NWEA in grades K - 12 in reading. Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades K - 12 in math.</p> <p>2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.</p>	meeting their individual goals on the NWEA in reading and math.
<p><u>Achievement Gaps</u> Measure 3: Gaps in proficiency and growth between major student subgroups meeting Individual Growth Targets on their PLP's.</p>	100% of students will have a personalized learning plan that is composed of learning targets from our curriculum that have been selected with the collaboration of the facilitator, learner, and sometimes parent, and the learner will be aware of where he or she is on their individual pathway towards meeting that goal.	Percent of students in subgroups meeting their Individual Growth Targets outlined in their PLP's.
<p><u>Achievement Gaps</u> Measure 4: Gaps in proficiency and growth between major student subgroups on PSAT/SAT</p>	Percent of students in identified subgroups reaching proficiency as measured by the PSAT and SAT in contract for negotiated subject or content areas.	Report of overall proficiency of students belonging to each subgroup in the content area specified in PSAT/SAT
<p><u>Student Attendance</u> Measure 1: Average Daily Attendance Rate</p>	Yearly Target: The Average attendance rate as reported in the MEDMS data system for CRCS will be at or above 94%.	ADA for each grade level on a yearly basis.
<p><u>Student Enrollment</u> Measure 1: Maintaining student enrollment throughout the year.</p>	Yearly Target: 90% of students enrolled on state "count day" who are still enrolled on the last day of school	Report on percent of students enrolled on state "count day" who are still enrolled on last day of school.
<p><u>Student Enrollment</u> Measure 2: Student re-enrollment from one year to the next</p>	Yearly Target: 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year.	<p>Enrollment Records</p> <p>Family enrollment data as needed.</p>
<p><u>Student Enrollment</u> Measure 3: Student enrolled continuously for multiple years</p>	<p>75% of students enrolled continuously for multiple years</p> <p>75% of Pre-K age will express interest in attending Cornville Campus</p> <p>75% of students from the Cornville Campus will show interest in continuing their education at the Downtown Campus.</p>	<p>Enrollment Records</p> <p>Graph/data table indicating longevity of students enrolled.</p>

<u>Financial Performance and Sustainability</u> Measure 1: Budget versus actual revenue and expenditures	School will produce monthly financial reports and evidence reviewed by governing board monthly through agenda item. When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.	Quarterly financial reports must be made available to the authorizer. Annual financial audit by a qualified, certified public accountant or public accountant certified by the board of accountancy must be submitted to the Maine State charter School Committee.
<u>Governance Board Performance & Stewardship</u> Measure 1: Public accountability – Transparent, responsive, and legally compliant Board operations	Board will meet one time per month at a minimum. Evidence of required bylaws and policies are in place and are regularly reviewed as indicated in minutes. 100% of Governing Board agendas and minutes are made available to the public.	Agendas and minutes may be posted on the school's website and/or posted at the school in a public place.
<u>Adequacy of Facilities Maintenance in Support of Program</u> Measure 1: Facility meets State standards	Yearly Goal: Facility will meet all applicable state expectations for public schools.	Annual review of maintenance for facility Observation during authorizer visits Facility records, policies, and procedures available on request. Capital Improvement Plan
<u>Transportation & Food Service</u> Measure 1: Record of costs and student utilization	3 routes for pick-up by a certified bussing company which will not exceed our budgeted amount.	Contract for transportation Record of costs
<u>Transportation & Food Service</u> Measure 2: Record of costs and student utilization	Catered breakfast, lunch, and milk program that meets federal and state guidelines for food service will not exceed our budgeted amount.	Contract for food service Record of costs and student utilization Survey students and parents annually regarding satisfaction food (quality and cost).

<u>School Social and Academic Climate</u> Measure 1: Instances of bullying, harassment, or other abusive practices.	Yearly Goal: School will report the number of behavioral incidents using the state and federal reporting requirements.	Record of reports submitted to state and federal DOE. Action plans taken by the school to improve the school climate
<u>School Social and Academic Climate</u> Measure 2: Confidential survey of parents, staff, and students.	School will gather and respond to family, student, and staff perceptions of the quality of the school's social and academic climate. Year 1 & 2: Surveys administered to students and distributed to parents Year 3 and each successive year: Each year the school will survey parents/staff/students and from the results identify a specific area to improve and show improvement in those areas. 80% of surveys given out at PLP meetings will be returned and 50% of other anonymous surveys given out at other times will be returned.	Results of completed surveys of families. Action plans taken by the school to improve the school climate
<u>Parent and Community Engagement</u> Measure 1: Student participation in activities.	100% of students will participate in student interest groups	Record of offerings for students and student rosters indicating the percentage of students involved
<u>Parent and Community Engagement</u> Measure 2: Parent Communication	100% of parents will be sent a weekly newsletter from the office. A hard copy will be provided upon request if access to email is unavailable. 80% of returned parent surveys will indicate satisfaction with level of parent communication.	Percentage of parents who subscribe to the newsletter/Facebook pages electronically and hard copy. Survey parents
<u>Parent and Community Engagement</u> Measure 3: Parent participation in the operation of the school	Goal is to have all families involved in the school community in ways that are meaningful to parents. 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year. (Includes field trip chaperones, student interest group facilitator, volunteering, PTF sponsored events, PTF meetings, classroom and school wide events, board meetings, etc)	A log of parents attending events. List of possible involvement opportunities noted in the school handbooks and on other school publications for parents and students. Students, Parents, and Staff will have the opportunity to add activities for student interest groups or other clubs, etc.
<u>Parent and Community Engagement</u> Measure 4: Parent participation in their children's education	2017 and all successive years target: 100% participation from students and 90% (to increase by 2% each year) participation from parents in PLP meetings and goal setting on PLPs.	Percentage of PLP meetings that have parent attendance via in person, phone, or home visits

A.5 School Climate and Discipline

At CRCS learners are exposed to a daily routine that builds community, creates a positive climate for learning and reinforces academic and social skills. Learning Facilitators supervise learners as they resolve conflict on their own and take responsibility for their learning. Part of our mission is to foster a safe, respectful, accepting environment for all.

All learners attending CRCS have the right to learn in a safe and calm environment. We make every effort to provide a climate that is conducive to learning. Our ultimate goals are to promote responsible learner attitudes and help learners develop good work habits and social skills that are essential to becoming responsible, self-controlled and productive citizens. We respect ourselves, others and the environment. We take responsibility for our actions. We work together to be a sharing community. We value the individual and the diversity that each person brings. It is important for learners, parents and staff to be heard. We strive to listen and expect everyone to use positive language. We aim to be responsive and recognize the value of modeling the guiding values for learners, parents and visitors. CRCS values these three guiding principles:

Be Safe	Be Respectful	Be Responsible
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There are many opportunities for learner-centered activities and resources that our classrooms may use to support children. Morning meetings provide opportunities to support social and emotional learning. They help build a sense of community, create a climate of trust and encourage respectful communication. Responsibility is emphasized by assigning tasks such as keeping classrooms clean. Such duties encourage a sense of responsibility among learners and provide everyone with the opportunity to contribute to daily management of the class and school community. Also, creativity, a skill that is most necessary in times of emotional hardship, is encouraged at CRCS. By providing learners with ongoing opportunities to express their creativity, we will be helping them handle the inevitable curveballs life throws at them.

The staff at CRCS respects and supports the social and emotional needs of all learners. In the event that a child, family or school group would need social services beyond what can be provided at school (example: mental health counselors, or DHHS services) the classroom learning facilitator, principal and staff of the school will become an advocate and resource for them. The staff person will supply a list of local social service providers and may help a family connect with the appropriate resource. Any assistance provided to families will be confidential and voluntary as long as a learner's health or safety is not compromised.

Engaging parents in the life and culture of the school

Parents' active participation in the classroom is vital to the challenging work of educating our children. Participating in children's education and developing the strong sense of community that comes from working with others toward a common goal are central to the mission and vision of the CRCS. Parent involvement is linked to children's school readiness and shows the

learners in our community the importance of education. Research shows that greater parent involvement in children's learning positively affects the child's school performance, including higher academic achievement*.

**(McNeal, 1999; Scribner, Young, & Pedroza, 1999; Sui-Chu & Willms, 1996; Trusty, 1998; Yan & Lin, 2002) and greater social and emotional development (Bredekamp & Copple, 1997; Fantuzzo & McWayne, 2002).*

Our goal is to have all families involved in the school community in a way that is meaningful both to the family and to the school. Parents are welcomed in the school and in the classrooms. Parents and other family/community members will be given a list of opportunities to stay involved in the school and are encouraged to suggest additional activities. These opportunities may include reading with individuals or groups of learners, playing a math game or leading a math activity, preparing materials, and helping with cooking, clerical, or cleaning tasks. Parents will also be encouraged to share their skills and interests.

Parents and school personnel are encouraged to maintain open communication with one another on a regular basis. Parents and teachers will meet during scheduled times throughout the year to share learner's progress. Additional questions and concerns should be directed to the teacher before or after school hours. For more complex concerns, it is requested that parents leave a note, phone message, or email the teacher and set up separate meeting times.

At the end of the school year, parents and learners will be given the opportunity to complete an evaluation survey of the school. The survey results will be available to the school staff, director/principal and Board of Directors. Satisfaction will also be gauged by repeated and growing enrollment.

Honoring this commitment is the way members of the school community will demonstrate their belief in the philosophy of the school and its education practices. The success of CRCS depends upon all parties participating in the operation of the school.

Discipline Policy Summary from our Parent/Student Handbook

Learner Code of Conduct

There are three overarching rules, which are:

Be Safe

Be Respectful

Be Responsible

We have developed a "matrix" that details the expectations in each of the common areas. These expectations are what we expect learners to demonstrate for behavior when in those settings. If learners make a choice not to meet these expectations, then they will have a logical consequence. For example, if a learner is choosing not to use walking feet, they may be asked to repeat walking. A child who is consistently unable to follow these expectations will process the problem, decide how to fix the problem and generate solutions for the future. On occasion, we have learners that need intense intervention strategies, which require developing and

individual behavior plan and/or a check in/check out system. The goal is that learners become independent self regulators that will make positive choices.

Positive Behavior Recognition

Recognition of positive behavior is important. We will be celebrating positive behavior in different ways and recognizing learners that meet or exceed our behavioral expectations.

Discipline

The Board has worked to set up a consistent school-wide discipline plan based on the Responsive Classroom model. The plan is a thoughtful approach to helping all learners be successful both academically and socially and to help all adults at the school be consistent. Classroom rules are established based on behavior expectations, and adapted to fit different settings. Rules and expectations are taught and reviewed regularly in each setting.

We have set up a process for helping learners who are not able to meet behavior expectations on a regular basis. The typical protocol for managing inappropriate behaviors at CRCS follows:

- reinforce the positive behavior
- remind learner of appropriate behavior
- redirect learner to another activity
- ask the learner to take a break
- staff will take the time to help the learner process and take responsibility, including generating ideas for fixing the problem and strategies to prevent it from happening again
- principal referral, which may lead to email, phone call, loss of privileges, inside suspension, and/or outside suspension

As much as possible, teachers and other adults at the school try to observe carefully for behavior problems and work to prevent them before they begin. Often learners lack experience working out conflicts with others or do not have the social skills to interact positively. Both conflict resolution and social skills are taught to all learners as part of their day.

When adults at school help learners deal with problems, it is done privately and respectfully. We always try to hear "both sides" if two learners are involved, and all learners involved receive some kind of consequence or means of addressing the problem. We try to be fair and consistent, but children are different and sometimes what's fair is not always equal. Teachers strive to respond to each child in a manner that is effective for that child's particular temperament and developmental level. For example, in terms of temperament, one child might respond well to a discipline strategy of being asked to move closer to the teacher during class work, while another might better benefit from having a few minutes alone to center him or herself. Similarly, in terms of developmental levels, one child may be working primarily on learning impulse control, while another is working on assertiveness skills. A "one size fits all" discipline plan is not the most effective way to meet all children's needs.

Learners' rights are protected, however, and no individual learner's behavior or consequences are discussed with anyone who is not the parent or legal guardian, except for those school staff who need to understand the issue.

If learners are still having problems after reminders or are being excessively disruptive or aggressive, they are sent out of the classroom to meet with another adult. During the meeting, the learners and the adult may call or write a letter to the parents, letting them know what has occurred and strategizing about how to avoid future problems.

We feel strongly that keeping parents informed and asking them to work with us are the most effective ways to help their children be more successful. The more we work together on establishing common expectations and prevention strategies, while also addressing problems that do occur, the more proactive we can be and the fewer disruptions we will have to learner learning. It is therefore essential that the family work closely with the school to ensure that these social skills are in place at home and transfer to the school setting.

CRCS is unique in that we are a school of choice. As a part of this team, parents are expected to work actively with their children and the school to help the child master the skills necessary to be a productive member of the school community. We are a team in which every player is choosing to be there and agrees to work toward a common goal all in an effort to keep small problems from growing into large ones.

Bullying Statement

It is the intent of Cornville Regional Charter School Board of Directors to provide all learners with an equitable opportunity to learn. To that end, CRCS has a significant interest in providing a safe, orderly and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to learning and achievement. It interferes with the mission of the school to educate our learners and disrupts the operations of the school. Bullying affects not only learners who are targets but also those who participate and witness such behavior.

The Board believes that promoting ethical and responsible behavior is an essential part of the school unit's educational purpose. Ethics, responsible behavior and "character" are important if a learner is to leave school as a "responsible and involved citizen" as described in the Guiding Principles of Maine's system of Learning Results. Bullying interferes with the accomplishment of this goal.

It is not the Board's intent to prohibit learners from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with learners' opportunity to learn, the educational mission of CRCS, and the operation of the school.

Prohibited Behavior

The following behaviors are prohibited:

1. Bullying;
2. Cyberbullying;
3. Harassment and Sexual Harassment (as defined in board policy ACAA);

4. Retaliation against those reporting such defined behaviors; and
5. Making knowingly false accusations of bullying behavior.

Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to appropriate disciplinary actions.

Bullying and Cyberbullying Defined

“Bullying” and “Cyberbullying” have the same meaning in this policy as in Maine law:

A. “Bullying” includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

(1) Has, or a reasonable person would expect it to have, the effect of:

(a) Physically harming a student or damaging a student's property; or

(b) Placing a student in reasonable fear of physical harm or damage to the student's property;

OR

(2) Interferes with the rights of a student by:

(a) Creating an intimidating or hostile educational environment for the student; or

(b) Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school;

OR

(3) Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student's association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above. (These behaviors might also meet the criteria for harassment as defined in board policy ACAA: Harassment and Sexual Harassment of Students.)

Examples of conduct that may constitute bullying include, but are not limited to:

1. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor;
2. Behavior that is likely to harm someone by damaging or manipulating his or her relationships with others, including but not limited to gossip, spreading rumors, and social exclusion;
3. Non-verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
4. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally or in writing;
5. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
6. Blocking access to school property or facilities;
7. Stealing or hiding books, backpacks, or other possessions;
8. Stalking; and
9. Physical contact or injury to another person or his/her property.

B. “Cyberbullying” means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images,

sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

Examples of conduct that may constitute cyberbullying include, but are not limited to the following actions on any electronic medium:

1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website, an app, in social media, or any other electronic platform;
2. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the targeted student;
3. Impersonating or representing another student through the use of that other student's electronic device or account to send e-mail, text messages, instant messages (IM), phone calls or other messages on a social media website;
4. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target's e-mail account, IM account, or cell phone; and
5. Using a camera phone or digital video camera to take and/or send embarrassing or "sexting" photographs of other students.

C. "Retaliation" means an act or gesture against a student for asserting or alleging an act of bullying. "Retaliation" also includes knowingly falsely reporting an act of bullying.

D. "Substantiated" means that the outcomes of the investigation on the Responding Form (JICK-E2) provide clear evidence to prove that bullying or cyberbullying, as defined in policy, did occur.

E. "Alternative discipline" means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a student's specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student's misbehavior.

Application of Policy

A. This policy applies to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation, all of whom have the responsibility to comply with this policy.

B. This policy applies to bullying that:

1. Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. "School grounds" also includes school-related transportation vehicles.
2. Takes place while students are being transported to or from schools or school-sponsored events;
3. Takes place at any school-sponsored event, activity, function, program, instruction or training; or

4. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in this policy's definition of bullying.

For the purpose of this policy, bullying does not mean mere teasing, put-downs, "talking trash," trading of insults, or similar interactions among friends, nor does it include expression of ideas or beliefs so long as such expression is not lewd, profane, or does not interfere with learners' opportunity to learn, the instructional program, or the operations of the schools. This does not preclude teachers or school administrators from setting and enforcing rules for civility, courtesy, and/or responsible behavior in the classroom and the school environment.

The determination whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.

Delegation of Responsibility

The Principal/Special Services Coordinator will be responsible for developing and implementing procedures for:

1. Student and parent reporting of bullying to staff and school administrators;
2. Staff reporting of bullying to school administrators;
3. Review of reports and investigation of bullying incidents;
4. Intervention with and/or discipline of students who engage in bullying;
5. Support for students who are victims of bullying;
6. Training staff and students in bullying prevention; and
7. Periodic evaluation of bullying prevention, intervention, and training efforts and reporting to the Board upon request.

Reporting

Refer to the Reporting Form – JICK-E1

Responding

Refer to the Responding Form – JICK-E2

Bomb Threats

The Board recognizes that bomb threats are a significant concern. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or

status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school. The administration may suspend and/or recommend for expulsion any student who makes a bomb threat.

Emergency Management Preparedness

In the event of an emergency the CRCS is taking steps to be able to respond in a way that would protect students and staff in as comprehensive a way as possible. CRCS personnel are working diligently on planning, preparing and practicing emergency procedures. An emergency is any situation that would require the schools to respond in a way to protect students and staff from potential danger. Emergencies can be caused by many sources:

- Natural hazards - such as weather related or environmental hazards
- Technological hazards - such as power lines
- Manmade hazards - such as dams, highways, school violence, terrorism

All emergencies require specific actions to be taken. These actions come down to practicing basic drills. Schools practice these drills periodically throughout the school year, in addition to fire drills. A list of emergency numbers are posted by each phone in the building.

TWO BASIC DRILLS

1. **EVACUATION** - *When all students and staff need to exit the building.* CRCS will hold two fire drills during the first two weeks of school and an additional eight fire drills during the year. Results shall be recorded and deficiencies noted and corrected. Fire officials will be notified by the school principal before each drill. Staff members will receive an annual orientation to this procedure, and the fire drill procedure will be prominently displayed in each classroom. At the beginning of each school year, the principal will ensure that each teacher acquaints the students under his or her care with the designated evacuation routes.

2. **SECURE BUILDING / LOCK DOWN** - *When all students and staff need to stay in rooms.* CRCS will hold one lockdown drill during the first week of school and a minimum of one additional drill during the year.

Emergency Plan & Evacuation Procedure

CRCS recognizes that staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

Staff: Evacuation Instructions

1. At the sound of the alarm, students and teachers should stop what they are doing.
2. Teachers should retrieve their class lists positioned near the emergency exit doors, give the order to leave the building, and ensure that they are the last one to leave the classroom, checking all nearby bathrooms.
3. Students should walk calmly and silently to the emergency exit door of the classroom they are in (the one that leads directly outside) and form a single file line. They should not gather coats or other belongings.

Should this door be blocked by fire, students and teachers will use the secondary exit route through the hallway to the main door.

Handicapped children should be accompanied by a pre-designated aide. Any students out of the classroom should proceed with whatever group they're with, rather than return to their classroom; if alone, they will proceed to the side lawn area next to the school and join their class there.

4. Classes should exit to a predetermined area. Teachers will meet and take attendance.
5. Classes will wait for further instructions.
6. Children should not re-enter the building until an official tells them to do so.
7. Parents will be notified to pick up their children if necessary.

The Board shall grant the use of the school building, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Building Security

The main entrance of the school building is equipped with a camera and a doorbell operated locking door system. Upon arrival, ring the doorbell to request entrance. Additionally, certain areas inside of the school building, as well as the school buses, are equipped with security cameras.

Student Computer and Internet Use

CRCS computers, network, and Internet access are provided to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff.

Student use of school computers, networks and Internet services is a privilege, not a right. Compliance with the school unit's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement, and/or legal action.

CRCS computers remain under the control, custody, and supervision of the school unit at all times. The school unit monitors all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers and the use of personal laptops on school networks.

CRCS utilizes filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. CRCS takes precautions to supervise student use of the Internet, but parents should be aware that CRCS cannot reasonably prevent all instances of inappropriate computer use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school is not responsible for the accuracy or quality of information that students obtain through the Internet.

Students and parents shall be informed of this policy and the accompanying rules through handbooks, the school website, and/or other means selected by the Principal. The Principal is responsible for implementing this policy and the accompanying rules. Additional administrative procedures or school rules governing the day-to-day management and operations of the school unit's computer system may be implemented, consistent with Board policies and rules.

Required Tabs

9. School Discipline Policy.
10. School Seclusion and Restraint Policy.
11. Emergency Response Guide.
12. Anti-bullying Policy.
13. Anti-harassment Policy.

Tab 9
School Discipline Policy

Please refer to CRCS Early Childhood Center Tab 9.

**CORNVILLE REGIONAL CHARTER
SCHOOL
USE OF PHYSICAL RESTRAINT AND SECLUSION**

The CRCS School Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

The Executive Director has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

1. Definitions

The following definitions apply to this policy and procedure:

- A. **Physical restraint:** An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

1. Physical escort: A temporary touching or holding inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted.
2. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
3. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
4. A brief period of physical contact necessary to break up a fight.
5. Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.
6. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.
7. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a

licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.

8. Restraints used by law enforcement officers or school resource officers employed by the police department in the course of their professional duties are not subject to this policy/procedure or MDOE Rule Chapter 33.

8. MDOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

B. Seclusion: The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student.

Seclusion does not include:

1. Timeout: An intervention where a student requests, or complies with an adult request for, a break.

2. Procedures for Implementing Physical Restraint and Seclusion

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

3. Annual Notice of Policy/Procedure

CRCS shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Executive Director/designee.

4. Training Requirements

A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.

B. CRCS will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Executive Director's Office, in each school office and in the school unit's Emergency Management Plan.

5. Parent/Legal Guardian Complaint Procedure

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Executive Director as soon as possible. The Executive Director/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

Legal References: 20-A M.R.S.A. §§ 4502(5)(M); 4009 --
Me. DOE Reg., ch. 33

Cross References: JKAA-R – Procedures on Physical Restraint and Seclusion
JK – Student Discipline
KLGA/KLGA-R – Relations with School Resource Officers and Law
Enforcement Authorities
EBC – Comprehensive Emergency Management Plan

Adopted: 9/12/2012
Revised: 6/3/2014

Tab 11
Emergency Response Guide

Please refer to CRCS Early Childhood Center Tab 11.

Tab 12
Anti-bullying Policy

Please refer to CRCS Early Childhood Center Tab 12.

Tab 13
Anti-harassment Policy

Please refer to CRCS Early Childhood Center Tab 13.

B.1 School Calendar and Daily Schedule

CRCS Downtown Skowhegan campus will mirror the Cornville Regional Charter School's calendar. Cornville Regional Charter School's school year consists of 175 student days with 5 additional teacher workshop days. The calendar schedules in 5 days for storm days. If fewer than 5 days are used, the last day of school will be moved back, but if more than 5 are used, the last day of school will be moved ahead.

The Downtown Skowhegan campus will start at 8:15am and conclude at 3:15pm. This will allow us to use existing bussing routes and transportation system and save approximately \$100,000 annually for at least the first 2 years of operation, because as we grow, we will need to add additional bussing to prevent overcrowding.

When it comes to daily programming, we will build upon the programming that we currently have at the Cornville campus and amplify it at the Downtown campus. For example, the school will meet in either teams or large group for a morning meeting where social and emotional needs can be met. Similar to our morning meeting time at the Cornville campus, we can group and regroup learners based on their social emotional needs and developmental levels. The learners will then work on their integrated units of study that we currently call seminars.

Here is our daily schedule for the Cornville Campus and following is the schedule for the Downtown Skowhegan campus so that you can see the similarities and strong connection between programming design:

CORNVILLE CAMPUS

Monday - Thursday Schedule:	
7:55-8:00am	Attendance in the gym with Learning Coach
8:00-8:15am	Recess after attendance is taken
8:15-8:40am	Morning Meeting in Homeroom
8:45-9:10am	Whole Group Instruction based on range of needs
9:15am -9:40am	Whole Group Instruction based on range of needs
9:45am-12:00pm	Math and ELA appointments (one 15 minute appointment)
9:45am-12:00pm	Math and ELA Independent Practice time (follow up from whole group/appointments)
12:00pm-1:00pm	Lunch and Recess
1:05pm-2:05pm	Monday and Wednesday - Specials and Genius Hour (9 week sessions)
1:05pm-2:25pm	Tuesday and Thursday - Seminars (9 week rotations)
2:10pm-3:10pm	Monday and Wednesday - Specials and Genius Hour (9 week sessions)
2:30pm-3:10pm	Tuesday and Thursday - Special Interest Groups (6 week sessions)

3:15-3:25pm	Closing Circle in Homerooms
3:30 PM	Dismissal
Friday Schedule:	
7:55-8:00am	Attendance in the gym with Learning Coach
8:00-8:15am	Recess after attendance is taken
8:15-8:35am	Morning Meeting in Homeroom
8:40-9:00am	School Wide Assembly
9:05-10:15am	Learning Coach (1.2 hours) Snack w/ learning coach team
10:15-11:10am	Learners report to Math or ELA teacher to get instruction as needed - math and ELA work time/check in/additional direct instruction as needed
11:10-11:50am	Complex Reasoning (Morning Meeting Group)
11:50-12:00pm	Pack up (Morning Meeting Group)
12:00-12:45pm	Lunch/Recess/Dismissal

DOWNTOWN SKOWHEGAN CAMPUS

Monday - Thursday Schedule:	
8:15am-8:30am	Breakfast/Meet and Greet/and Connecting
8:30am-11:30am	Seminar (interdisciplinary units of study)/Direct Instruction as needed
11:30pm-12:30pm	Lunch (open campus for those with approval)
12:30pm-2:00pm	Genius Hour and Personal Passion Project time
2:00pm-3:15pm	Special Interest Groups /Content Specific (PE/Music/Art etc) and Seminars Continued
Friday Schedule:	
8:15am-8:30am	Breakfast/Meet and Greet/and Connecting
8:30am-10:30am	Seminar (interdisciplinary units of study)/Direct Instruction as needed
11:00am-11:30am	School Wide Assembly & Share
11:30am-12:30pm	Lunch (open campus for those with approval)
12:30pm	Dismissal

We fully recognize that during Seminars and other parts of the day we will have to build in content specific learning opportunities if we are not able to provide meaningful instruction for specific disciplines such as foreign language, music, art, physical education. Those are cases

where we will contract out services with local school districts and/or MeANS, Snow Pond, etc. This is the ideal opportunity to work collaboratively with resources in the region and not be the “Wal-Mart” of learning but rather be the hub in which learners are connected with these phenomenal opportunities and resources outside of our building.

The culture and structures we have built at the Cornville campus are continued and shaped slightly different for the age span, however they are still the core parts of the day. It is important that learners “go where they need to go, when they are ready to go!” That means that they have appointments with the specialist or resources that are going to best meet their needs and facilitate their learning. This is critical and why we need to start our programming with a very small population to ensure that we are able to maintain and grow the culture and climate that is pivotal for our program.

School Closures/Delays

CRCS will be making storm day closing decisions independent of local school districts, although many of the closings will be similar. School cancellations will be announced on local radio and TV stations MOOSE 92.3, RIVER 93.5, BEAR 98.5, WTOS 105.1, MIX 107.9, WLBZ-TV 2, WABI 5, WVII 7 and Cornville Regional Charter School on Facebook.

Releasing Students

For the safety of the students, children will be released only to parents, guardians, and persons listed on the emergency forms. Parents must provide CRCS with documents about restraining orders or custody limitations and notify the office if there is any concern that an individual with restricted access to the child might attempt to contact or pick up the child from school.

Required Tabs

14. Sample Daily Schedule for each grade span the school intends to operate (elementary, middle and/or high school).
15. Annual Calendar for the first year of operation (identical to Cornville Campus)

Tab 14

Sample Daily Schedule
As described in section B.1

DOWNTOWN SKOWHEGAN CAMPUS

Monday - Thursday Schedule:	
8:15am-8:30am	Breakfast/Meet and Greet/and Connecting
8:30am-11:30am	Seminar (interdisciplinary units of study)/Direct Instruction as needed
11:30pm-12:30pm	Lunch (open campus for those with approval)
12:30pm-2:00pm	Genius Hour and Personal Passion Project time
2:00pm-3:15pm	Special Interest Groups /Content Specific (PE/Music/Art etc) and Seminars Continued
Friday Schedule:	
8:15am-8:30am	Breakfast/Meet and Greet/and Connecting
8:30am-10:30am	Seminar (interdisciplinary units of study)/Direct Instruction as needed
11:00am-11:30am	School Wide Assembly & Share
11:30am-12:30pm	Lunch (open campus for those with approval)
12:30pm	Dismissal

CRCS Proposed 2017-2018 School Calendar

August 2017				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2017				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2017				
M	T	W	Th	F
	2	3	4	5
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2017				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2017				
M	T	W	Th	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2018				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2018				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

March 2018				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2018				
M	T	W	Th	F
	2	3	4	5
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May 2018				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2018				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Teacher Workshop	Vacation	Early Release
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5 teacher workshops

175 student days

Last day of school is June 18, 2018 with 5 snow days

B.2 Student Recruitment and Enrollment

The physical address of the Downtown Skowhegan campus is 76 Water Street, Skowhegan, Maine at the former Variety Drug Store. The Towns of Cornville and Skowhegan are part of the Skowhegan School District RSU #54, and the downtown building is 10 miles away from Cornville Regional Charter School. The primary catchment area for the Downtown Skowhegan Campus will be the same as Cornville Regional Charter School.

Our catchment area will stay the same as our Cornville Campus just 10 miles to the north. We will utilize our current transportation system, which will be a major cost savings until enrollment grows. CRCS has always had healthy enrollment numbers and with having over 40 learners on the waitlist, it shows the demand is high for a truly learner centered environment.

Immediately following the approval from the Charter Commission we will begin sending out Letters of Intent to Enroll along with a brochure to prospective parents. We will meet personally with local government agencies that work with impoverished families and explain our programming and the options that it provides to their clients. We want to be very explicit with agencies what we have to offer so that way they can accurately discuss with prospective parents their choices.

We will host Open House and information meetings along with surveying the local community starting after the approval process. We will be sending home information directly to our existing families that will in turn circulate and help spread through word of mouth. We will also leverage social media to announce the upcoming events and enrollment procedures.

Rural Poverty is a systemic problem in Central Maine and the perception is that Charter Schools attract upper middle class families, which CRCS has demonstrated as being inaccurate. Our Free/Reduced lunch rate is comparable to the surrounding schools between 60%-70% and our Special Education population hovers around 25%, double the State average. We fully anticipate that this number will be consistent in all age levels of our programming.

Many families have limited resources and traditional literature, brochures, and advertisements do not always reach these impoverished families. Social media, word of mouth, and visibility in the community are our most effective means of recruiting. Families filling out the Intent to Enroll form more often than not have a personal connection with a current or former family that attends. Nevertheless, we are going to work with local government agencies to help get our brochures and letters of intent in the hands of families that need assistance.

Furthermore, we are going to reach out to the local Home School organizations to inform them of their choices and how our programming is vastly different than surrounding school districts.

CRCS maintains a website that allows families to learn more about the school, view the school calendar, and download necessary forms for registration. Efforts will continue to be made to

raise awareness of CRCS through social networking sites such as Facebook, community postings, informational meetings, community events, and networking among personal contacts. In addition, CRCS will maintain a presence at local events in the Skowhegan and Madison area where information will be available on the school's programs and registration.

Cornville Regional Charter School will comply with all state requirements about student enrollment. Enrollment will be nondiscriminatory and open to all Maine students within the age levels offered, regardless of ability. CRCS will be an open enrollment school of choice for students throughout central Maine. CRCS will comply with current statutory provisions whereby not more than 10% of the resident pupils in any grade shall be eligible to transfer to a charter school in each of the first two years of the public charter school's operation without the approval of the local school administrative unit (refer to Appendix G). Expected student enrollment over the course of 5 years will be 250 learners.

We will ask that former learners that left CRCS due to the absence of grade level programming are automatically re-enrolled and will not count against the additional slots from non-CRCS learners that we will be adding. They would have to be enrolled on the 1st day of school and could not take future spots from learners if they chose to enroll at a later date. This would be considered a one time opportunity.

We are very passionate about our programming that requires learners to have self-directed and independent skills. For the first couple years of programming our goal is to limit enrollment to 25%-33% above and beyond our enrollment of CRCS learners that have at least 1 year of programming under their belt. The reason being is that the older the learner, the harder the transition may be. We want to make sure that we have the capacity and resources for a successful transition. Therefore, our enrollment table is on the maximum end of enrollment projections but, as we have demonstrated in the past, we will limit our enrollment based on the needs of our school programming and culture. This is critical to ensure the success of our programming.

There is another piece that we cannot fully calculate at this time, but we would like to mention because it is important to our philosophy. It is at the heart of the programming that "learners should go where they need to go when they need to go." Therefore, we know that there will be learners ages 12 -15 that could potentially be receiving programming at either the Cornville Campus or the Downtown Skowhegan Campus based on their needs. It is not, "going up" or "going down" but rather going where the resources and programming best fit the learner's needs. This is a critical shift in thinking that we have built within our school and continue to refine. Just because a learner hits a magic number because of their "date of manufacture" does not mean that should dictate their programming location. This is going to require us to really examine our enrollment numbers and make adjustments accordingly and the two campuses will be blended as needed.

The really key piece is that our goal is not to have either building have too many learners that have not been exposed to our level of programming. Therefore, the 25%-33% is a rule of thumb to determine the Downtown Skowhegan Campus enrollment until the programming is firmly

established. Unfortunately, we would have to determine that number based on projected enrollment, which is not entirely possible until the current 11 year olds are ready to enroll in 2017.

Projected Enrollment Table Sample

Grade	Age	2017-18	2018-19	2019-20	2020-21	2021-22
7	12	15	15	20	20	20
8	13	20	20	30	40	45
9	14	20	25	30	40	45
10	15	*4	25	30	40	45
11	16	*8		30	35	45
12	17-20				35	45
<u>TOTAL:</u>		67 Max Target 40-50	85 Max	150 Max	210 Max	255 Max
<u>CRCS</u>		30 + 12				
<u>Non CRCS</u>		10				

*Indicates these are the former CRCS Learners that were forced to attend other programming because we did not provide grade level programming beyond Grade 8. We have been contacted by several of these families asking to enroll and we know that we will have a number of them re-enroll at CRCS.

Application Timeline and Procedures

The application period will begin in January. Completed applications received after the deadline of March 1st will not be eligible for the lottery and placed on a waitlist accordingly. If there are more applications than there are available places, a lottery will be held. CRCS accepts all applications and does not discriminate based on sex, race, color, religion, handicaps or disabilities.

Lottery Guidelines:

Siblings of students currently enrolled, children of staff and founders: All siblings of admitted students will be placed prior to holding a lottery. CRCS shall also give enrollment preference to children of the school's founders and full-time employees, as long as they constitute no more than 10% of the school's total student population.

Applicants: All names of remaining students who have submitted completed applications will be given bingo numbers and placed in a bingo ball.

Drawing: Beginning with kindergarten, as each ball is drawn, the student will be admitted or placed on the waiting list.

Siblings of admitted students: When a student is admitted, their siblings' names are automatically drawn. If there is space, the siblings are admitted as well. If not, they will be placed on the waitlist.

Admitted students: Parents of accepted students will meet with the school director for orientation and receive enrollment paperwork. This admittance remains in effect until they graduate or transfer.

Waitlisted students: If there is no longer space available, the student will be placed on the waitlist in the order that his or her name was drawn. If an opening occurs in a given grade, students on the wait-list will be contacted according to their order on the waitlist.

Students who apply to CRCS after the lottery date: These students will be conditionally admitted only if space is available. If space is not available, they will be placed on the waitlist in the order that their completed application is received.

Tab 16
Projected Enrollment Table

As referenced in section B.2

Grade	Age	2017-18	2018-19	2019-20	2020-21	2021-22
7	12	15	15	20	20	20
8	13	20	20	30	40	45
9	14	20	25	30	40	45
10	15	4****	25	30	40	45
11	16	8****		30	35	45
12	17-20				35	45
<u>TOTAL:</u>		67 Max Target 45	85 Max Target 75	140 Max Target 125	210 Max Target 195	255 Max Target 240
<u>CRCS Students</u>		35	50	75	125	195
<u>Non CRCS Students</u>		10	25	50	70	45
Teachers		2	4.5***	8.5***	12.5***	14***
Secretary		1	1	1	1	1
Ed-Techs		1**	1**	1**	1**	1**
Admin		*	*	.5	1	1
Business Manager		*	.25*	.25*	.5*	.5*
Sped Director		*	*	*	*	*
Resource Room		*	1	1	1	1
Custodian		.5	.5	1.5	1.5	1.5

* Indicates that there is existing personnel at the Cornville Campus. Shared costs which will reduce costs between all the buildings. Economical and consolidation of services between the three buildings.

** We prefer not to hire Ed-Techs, which is why we have more teachers for a smaller ratio. We firmly believe that we want to have the neediest population to work with the highest qualified.

*** Represents half time position to compensate for adjunct and experts in a field to provide instruction as needed. Not full time or part time, but rather contracted services for Phys Ed, Foreign Language, etc as needed.

**** Those students that were forced to attend sending districts because our programming terminated at Grade 8

B.3 Staffing and Human Resources

CRCS Downtown Skowhegan campus anticipates professional interest in the school for a variety of reasons. Learning Facilitators will be given more choice in the development and implementation of school curriculum. Learning Facilitators will feel valued and appreciated and their learners will benefit from the positive climate of the school environment. During recruitment for qualified staff, the hiring board will advertise publicly using the website www.servingschools.org.

CRCS Downtown Skowhegan campus will advertise for qualified applicants who are creative, energetic and highly capable of delivering “best practices” based on current educational research and individual needs of children. Effective applicants will be passionate about making a difference in the lives of students and the community. A competent Learning Facilitator will be skilled at using a variety of learning approaches, including proficiency-based and progressive or alternative teaching methods that will benefit the whole child. They will have a desire and a plan to create a caring, emotionally safe environment where character development is taught and moral standards are high.

The goal of CRCS Downtown Skowhegan campus is to hire and retain effective learning facilitators and build a school environment where ideas are shared with respect and professional support. CRCS Downtown Skowhegan campus will screen for learning facilitators who exhibit a passion and drive to improve the minds and lives of students. Learning Facilitators will take ownership in student academic success as well as failure, model core values of collaboration, respect individuality and selflessness with students, colleagues, parents and the community. CRCS doesn’t just want to hire staff; we want to build a team.

Teachers/Facilitators

The Learning Facilitator is responsible for curriculum, assessment, and instruction in their class. In addition, a teacher interested in joining our team must be an avid believer in customized learning, meaning everyone learns at different rates of time and in different ways as well as deserve a setting that is shaped according to their individual needs. Our goal is to customize the educational experience and break down traditional barriers and structures that can prevent a truly student-centered environment.

We are especially interested in candidates who can contribute to the excellence of our academic community through sharing their research-based practices, teaching, and/or service. CRCS Downtown Skowhegan campus teachers must have a growth mindset, seek to work in collaborations, be flexible, utilize technology as an essential tool for learning, and desire continuous professional improvement. Teachers must also be willing to embrace the professional development opportunities offered and view them as the essential resources in maintaining a cohesive, vision-centered community. Every obstacle must be met with “how can we solve this problem?” and every solution must enhance and support our mission, vision, and principle of CRCS.

We know it is essential for teachers to have competency/proficiency-based and research-based practices in which they teach, and we are seeking this in our candidates. Prior experience in a school would be preferred but we are open to having our campus be the first education experience for highly-skilled, dynamic teachers who believe in our mission and vision.

Teacher's Aides/Paraprofessionals

The position of teacher aide/paraprofessional is to assist the teacher in a variety of areas. It can include working with individuals, small groups of learners or a class as a whole. The position also may include performing duties, making copies and correcting student work. The teacher's aide/paraprofessional will have the following qualifications, skills and experiences:

- cooperate successfully as a member of a team
- communicate effectively with others
- maintain confidentiality
- possess effective oral and written communication skills
- assume responsibility for own professional development
- be flexible and able to work in an ever-changing school environment
- demonstrate proficiency using word-processing systems

Support Staff

School support staff can play an important role to insure students are learning in an environment that is both physically and emotionally safe. Some of the tasks will be filled on a volunteer basis; others will be contracted out. As enrollment or needs increase, CRCS Downtown Skowhegan campus will hire part and full time personnel to fill these positions. Possible positions to be filled include Special Education services such as, but not limited to, speech/language clinician, Occupational Therapy, Physical Therapy ect.

Performance Evaluations for Teaching Staff

The evaluation system will be consistent with the CRCS Teacher Evaluation Handbook that was adopted by our School Board and Maine Department of Education. The purpose of the performance evaluation is to determine competence, assess strengths, provide support and mentoring, assure continued growth through differential experiences, and monitor the charter school's employment decisions.

- **Staff Handbook:**
 - Teachers and other staff will read and agree to the components of the staff handbook. This handbook will include the educator's performance evaluation measures as well as employment procedures, duties and responsibilities. This handbook outlines a teacher's rights, salary scales and benefits. It also includes other conditions of employment such as procedures for field trips and fundraising.
- **Professional Practice Model applicable to teachers or administrators**
 - (please see Tab 18, Teacher Evaluation Handbook PEPG)

- The Marzano Model will be the model applicable to teachers and the MPA model will apply to all administrators.
- The use of iObservation tool has a current weighting system that is addressed under the Calculating a Teacher's Summative Evaluation Rating in the PEPG handbook.

Teachers will be evaluated throughout the year with both formal and informal evaluations by the principal. Unlimited informal observations as well as input from consultants, instructional specialists, and peers may be used to ascertain a teacher's performance level and to identify appropriate areas for improvement. If a teacher's performance falters during the course of the year, the principal may request that additional evaluation steps be incorporated into the process. The evaluation system is reliable, valid and legally discriminating. Evaluation should improve the delivery of services to students. It should be a continuous, constructive, and cooperative endeavor.

All teachers will be compensated based on their years of experience and degrees as defined by the Board's salary schedule. The goal is to maintain 90%-100% of the local districts.

Plan for Professional Development

CRCS Downtown Skowhegan campus will include professional development training in the days prior to the school's opening and throughout the school year during scheduled in-service days. The governing board and administration of the school will look for professional development opportunities to support the teaching staff. Initially, these opportunities will focus on the best ways to implement a proficiency-based educational system and plan lessons to differentiate learning activities within classrooms. All staff will be encouraged to participate in CPR and first aid training as well as workshops on the roots of bullying and harassment. This will inform the staff about effective interventions, prevention strategies, and strategies for dealing with bullying incidents. Professional development will also offer explicit instruction on Child Find provisions including guidelines and instructions for early identification of children who might be suspected of having a disability. Each staff member will be encouraged to seek out their own professional development opportunities as well. These opportunities will be individualized based on the staff member's specific interests, skills or needs. When a staff member participates in outside professional development s/he will be expected to share knowledge gained and resources with the rest of the staff.

Plan for Parent Involvement

CRCS Downtown Skowhegan campus is a parent participation school. Participating in a child's education and developing the strong sense of community that comes from working with others toward a common goal are central to the mission and vision of CRCS. Our goal is to have all families involved in a way that is meaningful both to the family and the center.

CRCS Downtown Skowhegan campus strongly encourages parental and community involvement. CRCS Downtown Skowhegan campus will provide supports for parents to assist their child by scheduling parent teacher conferences, student celebrations and themed events.

Furthermore, staff will work to maintain open lines of communication. CRCS Downtown Skowhegan campus envisions parents as partners in their child's education, including assisting in their child's personal learning plan and educational goal setting.

At CRCS Downtown Skowhegan campus we view each day as an essential learning opportunity where a significant part of the educational experience is derived from classroom participation, activities, discussion and relationships. Regular attendance is crucial for children to attain the maximum benefit from the school experience and parent support is vital.

Required Tabs

- 17. First-year Staffing Chart.
- 18. Staff Handbook or Employee Manual.

Tab 17 First Year Staffing Chart

In staffing Downtown Skowhegan Campus, the Board of Directors will comply with LD 1553, the State of Maine Charter School Act. CRCS Early Childhood Center will conduct background checks on employee candidates to provide for the health and safety of the school. Teachers and staff will be hired based on numbers of admitted students to be determined after open enrollment,

Funding source	Staff position	Number of employees
Local funds	Certified teacher	2 full time- TBD
Local funds	Educational technician	1 full time (if needed)
Local funds	Executive Director/Principal	1 part time (already employed by CRCS)
Local funds	Custodian (part time)	1 part time (already employed by CRCS)
Local funds	Secretary/Bookkeeper	1 part time (already employed by CRCS)
Local funds	Business Manager	1 part time (already employed by CRCS)
Local funds	Nurse	1 part time (already employed by CRCS)

Tab 18
Staff Handbook or Employee Manual

Please refer to CRCS Early Childhood Center Tab 18.

B.4 Pre-Opening Plan

The CRCS Downtown Skowhegan Campus Pre-Opening Plan can be found on Tab 19.

There are many steps to take between the approval of the application and the opening of school. CRCS will use the fund balance to pay for any repairs or upgrades that may need to occur prior to July 1st when the new fiscal budget officially begins.

Key tasks included in the Pre-Opening Plan are under the following categories:

- Governance
- Enrollment
- Staff recruitment and hiring
- Facilities and safety
- Student learning
- Finance and financial services
- Technology
- Curriculum and instruction
- Student services, records and reporting system

CRCS will use the fund balance to pay for any repairs or upgrades that may need to occur prior to July 1st when the new fiscal budget officially begins.

Required Tab

19. Pre-opening Plan Template.

Tab 19
Pre-opening Plan Template

Please refer to CRCS Early Childhood Center Tab 19.

B.5 Management and Operation

CRCS Downtown Skowhegan Campus will be overseen by the CRCS Board of Directors who approves school policies, provides fiscal oversight to the operating budget and provides direction for future growth and development. The Board of Directors also provides administrative oversight of the Executive Director/Principal who reports directly to the Board.

CRCS Downtown Skowhegan Campus will actively recruit and maintain staff that have a growth mindset and also come from diverse backgrounds, encouraging people representing a broad base of ages, gender and cultures to join in the collaboration. Since the relationships between the staff and students are a critical factor in the success of these programs, staff will be well trained in working effectively with students. Allowance will be made for planning time with staff to collaborate on issues such as curriculum connections, continuity with the private childcare program and the inclusion of Science, Technology, Engineering, Arts, Math throughout the program. The program will be extremely learner and family centered and all policies and procedures will be continually reviewed and reexamined to insure that we as a school maintain that focus. The center will be closely aligned and benefit from the existing infrastructure at the current CRCS campus.

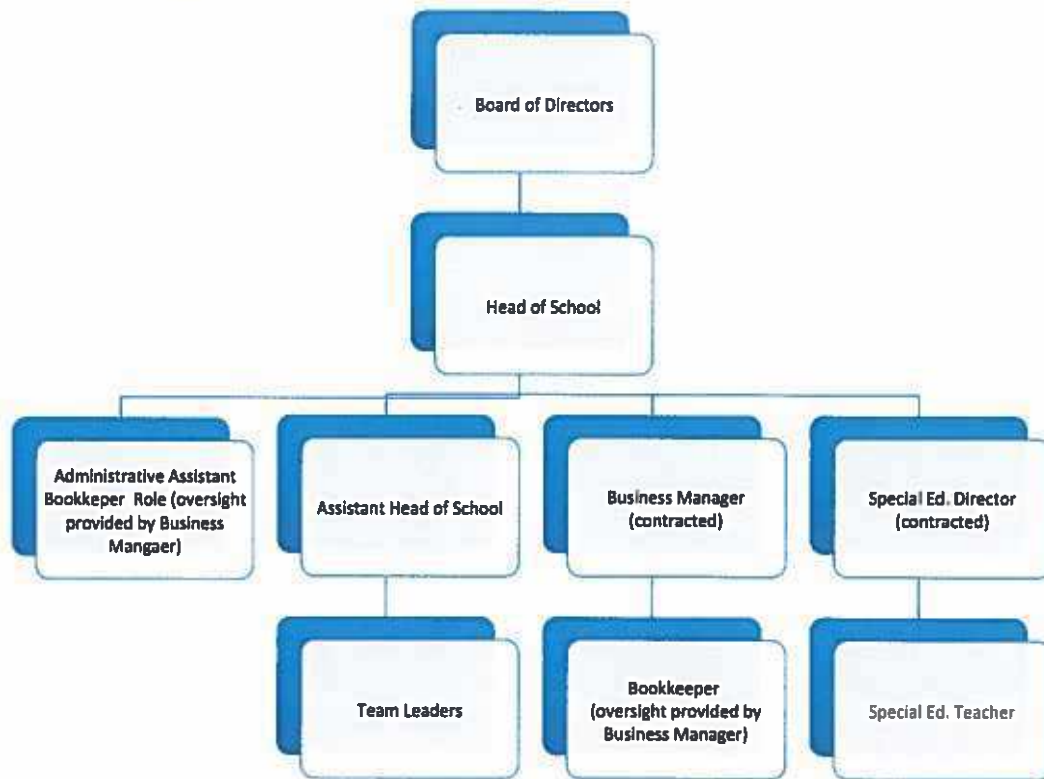
The Executive Director/Principal is the executive, regulatory and fiscal leader of CRCS. The Executive Director/Principal administers the day- to- day activities of the school in accordance with the mission, vision, plans and policies established by the CRCS Board. The Executive Director is responsible for the leadership, strategic vision and growth of CRCS. The position oversees implementation of curriculum; establishes and maintains all school programs and policies in accordance with the direction of the Board; manages financial and human resources; works with fiscal staff and board committees to set and implement budgets for Board approval; ensures adequate record keeping and reporting; supervises management of operations and facilities; and builds strong community partnerships. The Executive Director/Principal will be responsible for timely and accurate reporting to the Department of Education, the Maine Charter School Commission and the CRCS Board of Directors. The Executive Director/Principal shall be acquainted with each student at the center, providing a positive role model of leadership within the building. The Executive Director/Principal will communicate positively with families, developing and maintaining a positive relationship and the promotion of home-school collaboration.

Required Tabs

20. Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration and staff.

21. Key position descriptions

Organizational chart



Tab 21
Key position descriptions

Please refer to CRCS Early Childhood Center Tab 21.

B.6 Parent and Community Involvement

Parents' active participation in the classroom is vital to the challenging work of educating our children. Parent involvement is linked to children's school readiness and shows the students in our community the importance of education. Research shows that greater parent involvement in children's learning positively affects the child's school performance, including higher academic achievement*.

**(McNeal, 1999; Scribner, Young, & Pedroza, 1999; Sui-Chu & Willms, 1996; Trusty, 1998; Yan & Lin, 2002) and greater social and emotional development (Bredekamp & Copple, 1997; Fantuzzo & McWayne, 2002).*

Participating in children's education and developing the strong sense of community that comes from working with others toward a common goal are central to the mission and vision of the CRCS. Parents' active participation in the classroom, fundraising, and other aspects of the school organization is vital to the challenging work of educating our children.

Our goal is to have all families involved in the school community in a way that is meaningful both to the family and CRCS. Parents are welcomed in our schools and in the classroom. Parents and other family/community members will be given a list of opportunities to stay involved in the school and are encouraged to suggest additional activities. These opportunities may include reading with individuals or groups of learners, playing a math game or leading a math activity, preparing materials, and helping with cooking, clerical, or cleaning tasks. Parents will also be encouraged to share their skills and interests.

Parents and school personnel are encouraged to maintain open communication with one another on a regular basis. Parents and teachers will meet during scheduled times throughout the year to share students' progress. Additional questions and concerns should be directed to the teacher before or after school hours. For more complex concerns, it is requested that parents leave a note, phone message, or email the teacher and set up separate meeting times. At the end of the school year, parents and learners will be given the opportunity to complete an evaluation survey of the school. The survey results will be available to the school staff, director/principal and Board of Directors. Satisfaction will also be gauged by repeated and growing enrollment.

Our goal is also to eliminate and reduce barriers that prevent parents and families and from accessing the school. Whether it is a transportation issue or the procedures for pick up/drop off, those procedures should always be reevaluated when a situation arises to determine if a change could or should be made. Honoring this commitment is the way members of the school community will demonstrate their belief in the philosophy of the school and its education practices. The success of CRCS depends upon all parties participating in the operation of the school.

B.5 Management and Operation

CRCS Downtown Skowhegan Campus will be overseen by the CRCS Board of Directors who approves school policies, provides fiscal oversight to the operating budget and provides direction for future growth and development. The Board of Directors also provides administrative oversight of the Executive Director/Principal who reports directly to the Board.

CRCS Downtown Skowhegan Campus will actively recruit and maintain staff that have a growth mindset and also come from diverse backgrounds, encouraging people representing a broad base of ages, gender and cultures to join in the collaboration. Since the relationships between the staff and students are a critical factor in the success of these programs, staff will be well trained in working effectively with students. Allowance will be made for planning time with staff to collaborate on issues such as curriculum connections, continuity with the private childcare program and the inclusion of Science, Technology, Engineering, Arts, Math throughout the program. The program will be extremely learner and family centered and all policies and procedures will be continually reviewed and reexamined to insure that we as a school maintain that focus. The center will be closely aligned and benefit from the existing infrastructure at the current CRCS campus.

The Executive Director/Principal is the executive, regulatory and fiscal leader of CRCS. The Executive Director/Principal administers the day- to- day activities of the school in accordance with the mission, vision, plans and policies established by the CRCS Board. The Executive Director is responsible for the leadership, strategic vision and growth of CRCS. The position oversees implementation of curriculum; establishes and maintains all school programs and policies in accordance with the direction of the Board; manages financial and human resources; works with fiscal staff and board committees to set and implement budgets for Board approval; ensures adequate record keeping and reporting; supervises management of operations and facilities; and builds strong community partnerships. The Executive Director/Principal will be responsible for timely and accurate reporting to the Department of Education, the Maine Charter School Commission and the CRCS Board of Directors. The Executive Director/Principal shall be acquainted with each student at the center, providing a positive role model of leadership within the building. The Executive Director/Principal will communicate positively with families, developing and maintaining a positive relationship and the promotion of home-school collaboration.

Required Tabs

20. Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration and staff.

21. Key position descriptions

C.1 Governing Body

Cornville Regional Charter School, incorporated in 2012 in the State of Maine as Cornville Regional Charter School (legal name); a 501(c) 3 non-profit organization, is governed by a volunteer Board of Directors. As an existing non-profit organization, Cornville Regional Charter School (legal name) will hold the charter for the CRCS Downtown Skowhegan Campus and be responsible for oversight and governance of the charter school. The Board of Directors will have legal, fiduciary and oversight authority to the charter school with autonomy over key decisions, as referenced in MRS 20-A, 2401, sections 6,9A. CRCS will continue to conduct elections according to the School By-Laws.

The Cornville Regional Charter School Board of Directors is composed of five to seven members representing the community at large. The Executive Director/Principal of the Cornville Regional Charter School attends all Board meetings. Meetings are on the third Wednesday of each month at 6:00 p.m. at the Cornville Regional Charter School. Meetings are open to the public except during closed sessions. All parents are invited to attend.

Board Member	Board of Director Member Term Begins	Board of Director Member Term Expires
Lorri Cahill	07/01/2016	07/01/2019
Beth Enman	07/01/2015	07/01/2018
Jason Herrick	07/01/2016	07/01/2018
Stephanie Miller	07/01/2015	07/01/2018
Jean Walker	07/01/2014	07/01/2017
Travis Works	Executive Director/Principal of CRCS	

The focus of the meetings of the Board of Directors shall include school oversight and governance, and the performance of the duties listed below:

electing officers

- electing new Board members
- establishing and appointing committees
- hiring the Executive Director/Principal principal, reviewing his or her performance, creating a remediation plan when necessary, termination when deemed appropriate
- ensuring effective strategic organizational planning
- setting and approving a budget for each school year
- managing financial resources
- monitoring school performance

- acting as the staff dispute resolution team if conflicts between teacher/staff and Executive Director/Principal cannot be resolved internally
- enhancing CRCS's public image
- assessing its own performance as a Board

Operating Principles

The Cornville Regional Charter School Board of Directors recognizes its role and responsibility to create and sustain a quality school, with the continuous improvement of student achievement as its primary goal. To develop and sustain high performance, the Board directs its work on policy making, planning, and evaluation of school performance. As elected officials, we work together, aligned to a common mission and shared goals. We expect high standards of behavior and performance from ourselves and from others in the CRCS community. To ensure unity and effective leadership, we use these operating principles to guide our conduct, practices and performance.

Board, Executive Director/Principal Leadership

To achieve our vision and best serve the students and community, the CRCS Board of Directors, Executive Director/Principal work as a leadership team. In complementary roles of policy governance and school management, we operate in collaborative partnership.

Therefore,

- We understand that the Board derives its authority only when it operates as a body. We will not take unilateral individual action.
- We build and maintain a culture of trust and teamwork. Each should be honest and forthright in dealing with one another.
- We adhere to a practice of 'no surprises' for Board members and the Executive Director/Principal.

Decision-Making

The Cornville Regional Charter School Board of Directors makes decisions that are first and foremost in the best interests of our learners and enhance the quality of programs and services of the school. Therefore,

- We ask for and expect recommendations to the Board that are based on evidence, data and best practices.
- We engage in robust deliberations to debate issues with one another and with the Executive Director/Principal prior to making decisions. We ask hard questions and critically evaluate all implications of our decisions.
- We honor and support decisions of the majority while respecting the right of individual members to express opposing viewpoints and vote their convictions.

Communication

The Cornville Regional Charter School Board of Directors understands that clear, consistent and frequent communication contributes to unity and collaboration around shared goals for the school as a whole.

Therefore,

- We work through the Executive Director/Principal to address concerns, complaints and need for information.
- We expect that all Board members will be informed of matters pertinent to the Board's work, issues, and pending recommendations.
- We recognize an official voice of the Board and allow the Board Chair, and in his/her absence, the Vice-Chair, to speak for and about the Board, its decisions, positions, and work. Individual Board members may always share their individual viewpoint but must clarify that they are speaking for themselves, rather than the entire Board.
- We interact in a way with the media and public to preserve the integrity of Board processes and decisions.

Community Relations

The Cornville Regional Charter School Board of Directors recognizes that the community has aspirations for this school. The Board, with the Executive Director/Principal, is the school's leading advocate for students, parents and staff.

Therefore,

- We champion the work of the school and are public charter school ambassadors.
- We engage the community by soliciting input, listening to perspectives, and providing regular and relevant feedback to the community on the needs, achievements, and challenges facing our school.

Required Tabs

22. Articles of Incorporation.

23. Corporate By-laws.

24. Documentation that the applicant is a Maine nonprofit corporation, has filed an application for exemption (Form 1023) with the Internal Revenue Service or has a notice of exemption.

25. Conflict of Interest Policy (covering Board Members and key administrators).

Tab 22
Articles of Incorporation

Please refer to CRCS Early Childhood Center Tab 22.

Tab 23
Corporate By-Laws

Please refer to CRCS Early Childhood Center Tab 23.



TAX EXEMPT AND
GOVERNMENT ENTITIES
DIVISION

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

Date: JUN 17 2013

Cornville Regional Charter School
1192 West Ridge Road
Cornville, ME 04976-6223

Employer Identification Number:
27-5068946
Person to Contact and ID Number:
Melissa Rifkin, 72-0564834
Toll Free Contact Number:
(877) 829-5500
Accounting Period Ending:
06
Public Charity Status:
509(a)(1) & 170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
May 31, 2012
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. **Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.**

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed *Compliance Guide for 501(c)(3) Public Charities* for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Ronald J. Schiller
for Karen Schiller
Acting Director,
EO Rulings and Agreements

Enclosure: *Pub. 4221-PC, Compliance Guide for 501(c)(3) Public Charities*

CONFLICT OF INTEREST

It shall be the policy of the Board not to employ the spouse of a member of the Board of Directors. In addition, neither a Director nor his/her spouse may serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular or extra-curricular program or activity and reports directly to the principal, director or other school administrator.

No person shall be employed in a position where a member of the immediate family (spouse, brother, sister, parent, son or daughter) is responsible, in whole or in part, for the supervision and/or evaluation of the employee.

The Board may approve an exception to this policy where the Board determines that granting of such exception is in the best interest of the school system and does not violate existing State of Maine statutes.

This policy shall comply with the requirements of Title 20-A MRSA § 1002.

Legal Reference: 20-A M.R.S.A. § 1002-1004
 30-A M.R.S.A. § 2604-2606

Cross Reference: BCA-Board Member Code of Ethics

Adopted: 5/30/2012

C.2 Governing Board Composition

The Board of Directors is composed of a cross-section of the school and local community. Each director has a personal responsibility to look out for the long-term well being of the school. The Board's role is to ensure that the school's policies, programming and decisions are aligned with the school's mission and vision and compliant with local, state and federal law. The board is designed to support the Executive Director/Principal, who then supports the teachers, who are in direct contact with our children every day.

Cornville Regional Charter School is governed by a Board of Directors. All of the governing rules are specifically covered in the By-Laws (Tab 23).

There are be four standing committees:

Governance Committee

The Governance Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for matters pertaining to Board of Directors recruitment, nominations, orientation, training, and evaluation in accordance with the bylaws of the organization as well as established policies and practices approved by the Board of Directors.

Finance Committee

The Finance Committee is commissioned by and responsible to the Board of Directors. It has the responsibility for working with the Administration to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board appropriate policies for the management of the organization's assets. The Finance Committee shall be assisted by the Administration.

Executive Director Support and Evaluation Committee

The Executive Director Support and Evaluation Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for developing and implementing a year-round process to strengthen the board's support, evaluation, and partnership with the organization's Administration.

Academic Excellence Committee

The Academic Excellence Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for working with the Administration to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals.

Other committees/meetings may be scheduled throughout the school year:

School Community Advisory Committee

The purpose of the School Community Advisory Committee (SCAC) is to help the school accomplish its mission and maintain the integrity of the school's Charter by providing recommendations, advice and feedback to the Board of Directors, teachers and administration. The SCAC will be a resource to support a positive school culture and academic achievement for all students. The SCAC will utilize an inclusive strategic process with mutually agreeable solutions that will best serve the whole school community to guide their work.

Ad Hoc Committees

Ad hoc committees shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Directors and be dissolved. Members of Ad Hoc committees shall be drawn from those parents, community members, and staff of the school community who indicate interest in serving on the Ad Hoc committee and from such others as may be deemed appropriate by the Board of Directors. Ad Hoc committees shall be made up of no less than three.

Required Tabs

- 26. Governing Board Resumes.
- 27. Board Profile (a matrix of qualifications and experience to be represented on the board).
- 28. List of officers and committee chairs and an organization chart depicting each role and relationship.

Tab 26
Governing Board Resumes

Please refer to CRCS Early Childhood Center Tab 26.

Board Profile

Board Member	Qualifications and Experience
Jean Walker	Retired Special Education teacher with 39 years of Special Education teaching experience Master's degree in education Board Chair CRCS Former Technology Integrationist for special needs children Former PTF president Co-Founder of CRCS
Stephanie Miller	Manager of Athens Corner Store Associate's Degree in Applied Science/Automotive Technology Has extensive customer service experience Proficient in employee relations/ training
Lorri Cahill	Retired kindergarten teacher with 35 years of experience Bachelor's degree in Education Supervised student teachers Supervised newly hired teachers Member of a liaison committee to establish district preschool Building representative for MSAD#54 union Representative Assembly delegate for Maine Teachers Association Member of MSAD#54 Teacher Certification Committee
Beth Enman	Special Education Secretary Bachelor of Science Business Administration Currently enrolled in MBA program Responsible for maintaining school account checkbook. Compile and distribute school yearly budget. Interact and communicate with the public, staff, and students. Manage and quantify daily tasks and unexpected issues.
Jason Herrick	Bachelor of Science in Marketing Management Enrolled in Master's program for Elementary Education Store Manager Circle K Manages paperwork, scheduling, organizing, hiring, ordering and inventory control Customer service Proficient in conflict resolution

List of Board officers and committee chairs

Board Officers 2016-2017

Chair	Jean Walker
Vice-Chair	Stephanie Miller
Secretary	Lorri Cahill
Treasurer	Jason Herrick

Committee Chairs 2016-2017

Governance	Stephanie Miller
Finance	Jason Herrick
Executive Director Support and Evaluation	Jean Walker
Academic Excellence	Lorri Cahill

D.1 Budget

There are no changes in roles and responsibilities pertaining to finances and we would look at increasing our Business Manager's time. We will use the existing policies and processes that we have in place at the Cornville Campus. Essentially nothing changes in what we are doing regardless of the campus and we will follow the same procedures and protocols between all of our buildings.

Narrative:

The Downtown Campus will rely on state funding and there will be some private funds to pay for the rental space. We are still looking at best options for purchasing, should the Board of Directors be the purchaser or should it lease from a private entity? That is a question that our attorney and accountant are helping us to sort out.

We have drafted a realistic but yet conservative budget so that we may effectively deal with unanticipated costs. To develop our budget we have modeled our chart of accounts from the Cornville Campus and modified the numbers based on information we have for operating expenses. We feel that this program is sustainable and, because we are reducing overhead with administration, transportation, etc, we are able to maintain the programming without a large amount of outside funding. This is a sustainable program that is economically feasible because we have a strong core program in our current building and existing personnel and infrastructure in place. While we love to have extra funding, we recognize the importance of being efficient and effective with the money we have. This is why we have been able to live comfortably and within our means.

Required Tabs

29. Budget for first 3 years, including a staffing schedule, enrollment by grade, benefits and other budget assumptions, opening year monthly cash flow analysis and pre-opening period budget and cash flow.

Tab 29

Budget for first 3 years, including a staffing schedule, enrollment by grade, benefits and other budget assumptions, opening year monthly cash flow analysis and pre-opening period budget and cash flow.

Please see Tab 16 for a complete table with staffing and enrollment by grade for the Downtown Skowhegan Campus.

We plan on offering Health Benefits like we do at the Cornville Campus. That includes offering insurance at cost to the school for approximately \$1800, the employee contributes \$1,200 annually and the out of pocket will be between \$600-\$1,200 maximum. This is extremely affordable and we assume approximately \$4,800 in risk per employee. The more money we are able to save, the lower we can drop the out of pocket expenses and annual contributions.

We will take out two \$100,000 loans through community partners and \$10,000 of that money will be matched by the town of Skowhegan to renovate as necessary. The loans will not require any payments until we are financially able to make the payments. While we can make payments right away, once subsidy flows into our accounts, we will have the flexibility and freedom not to. This would carry us through until the subsidy becomes available, essentially not impacting our current budget or fund balance, unless the Board chooses to do so.

The building cost is \$250,000 and the cost of renovations is still being determined. We have calculated taking on a \$400,000 loan at 5% for 20 years to cover facility upgrades. The cost of the building is offset by having two paying tenants. In the event those tenants were to leave the space, the monthly loan payment towards the \$250,000 is feasible given the amount of projected carryover we have. Essentially this becomes the third property that will have a \$0 mortgage as long as we are able to continue with tenants. We are not hiding the fact that we have to determine the best route to purchase and we will have those details worked about by mid-October. The current owner is willing to owner finance for the cost of the building. The location and building cost is a major asset to our school.

Projected State Subsidy Based on Enrollment Numbers For 2017-2018

Cornville Regional Charter School - ED279 Growth Calculations Downtown Campus							
				PreK	K-8	9-12	Total Combined
	October Previous Year Count				0	0	0
	New Estimated Students			0	20	25	45
		PreK	\$ 6,594.00				
Basic Count	EPS Per Pupil	Primary	\$ 6,594.00	\$ -	\$ 131,880.00	\$ 175,000.00	\$ 306,880.00
		Secondary	\$ 7,000.00				
Weighted Count							
	9-12 Disadvantaged Free & Reduced %			0.5785	0.5785	0.5785	
	Estimated number of students			-	11.60	14.50	
	EPS weight			15%	15%	15%	
EPS weight	9-12 Disadvantaged			\$ -	\$ 11,473.56	\$ 15,225.00	\$ 26,698.56
	Limited English %			3%	3%	3%	
	Estimated number of students			0.00	0.60	0.75	
	EPS weight			70%	70%	70%	
EPS weight	Limited English Prof			\$ -	\$ 2,769.48	\$ 3,675.00	\$ 6,444.48
Targeted Funds							
		K-8	9-12				
	Student Assess	\$ 47.00	\$ 47.00	\$ -	\$ 940.00	\$ 1,175.00	\$ 2,115.00
	Technology	\$ 104.00	\$ 313.00	\$ -	\$ 2,080.00	\$ 7,825.00	\$ 9,905.00
	PreK	\$ 47.00		\$ -			\$ -
Operating Allocation				\$ -	\$ 149,143.04	\$ 202,900.00	\$ 352,043.04
Transition Amount				97%	97%	97%	
Operating Allocation				\$ -	\$ 144,668.75	\$ 196,813.00	\$ 341,481.75
Special Ed	Weighted Rate						\$8,653
	Est Count						15%
	October Previous Year Count						0.0
	Estimated number of students						6.8
	Funding						\$58,407.75
Transportation						\$584	\$26,280
Funding							\$26,280
Total Adjusted Operating Allocation							\$426,169.50
Charter School Commission							3%
Funding reduction							(\$12,785.08)
Adjusted State Contribution							\$413,384.41

D.2 Financial Management

CRCS will provide the financial management for the Downtown Skowhegan Campus.

This includes, but is not limited to:

- Financial oversight provided by CRCS Board of Directors, Executive Director, Bookkeeper and Business Manager
- Using the existing Chart of Accounts in QuickBooks
- All reports to the Board, audits, financial policies, MDOE reporting, etc will continue as normal and there is no change in CRCS policies/procedures/workflow.

D.3 Facilities

Downtown Skowhegan Campus 78 Water Street, Skowhegan Maine

Currently the 78 Water Street location is a former drug store with 2 existing tenants. CRCS would look at leasing 15,000 square feet of space. The space on the first floor is completely open and ready for construction of a lobby, elevator, bathroom and staircase.

The second floor has temporary walls that need to be removed, bathrooms installed, and relocating a few small wall dividers to meet fire code. The bulk of the construction needed to convert from commercial space is relatively minor compared to new construction of a facility.

Originally built in 1905, the building's original floor plans are very close to our vision of the space needed to execute our programming. With the renovations and historical preservation we will have defined classroom space, collaborative work space, flexible learning facilitator office space, and a common meeting area for the entire school population as needed. It is quite impressive that the building space is conducive to our programming and if we were designing a new facility it would be very similar in space allotments and design.

The building is positioned within walking distance of the Skowhegan Free Public Library. It is less than 2 miles from the Skowhegan Recreation Facility and less than .5 miles from a facility that has a gymnasium. We have hired a structural engineer to draft floor plans that show the space as we envision it and it will meet all State and local codes wherever learners have program access.

This particular building supports our mission and vision because it provides us with a variety of workspaces and it's geographical location provides us with the opportunity to work with local business and community partners. It also positions us at the heart of several resources within the community. If we are going to provide a strong connection with the community, then our programming needs to be situated in that environment.

Our structural engineer is currently drafting the renovations necessary for us and it is a "phase approach". We could either do one phase each year, extend one phase over multiple years, or do all the phases at once, which will be determined by our budget constraints.

We anticipate increasing the hours of our part-time custodian and part-time maintenance personnel to provide cleaning and maintenance services to this facility. The combined cost is within our budget for this facility and that includes both positions. We are prepared to submit a plan to the town planning board upon approval so we may proceed. Given the small amount of construction work for the first year plan, we are not concerned about starting construction immediately.

The cost of renovations will come from four different sources for the first couple of years:

1. Main Street Skowhegan matching grant up to \$10,000 annually

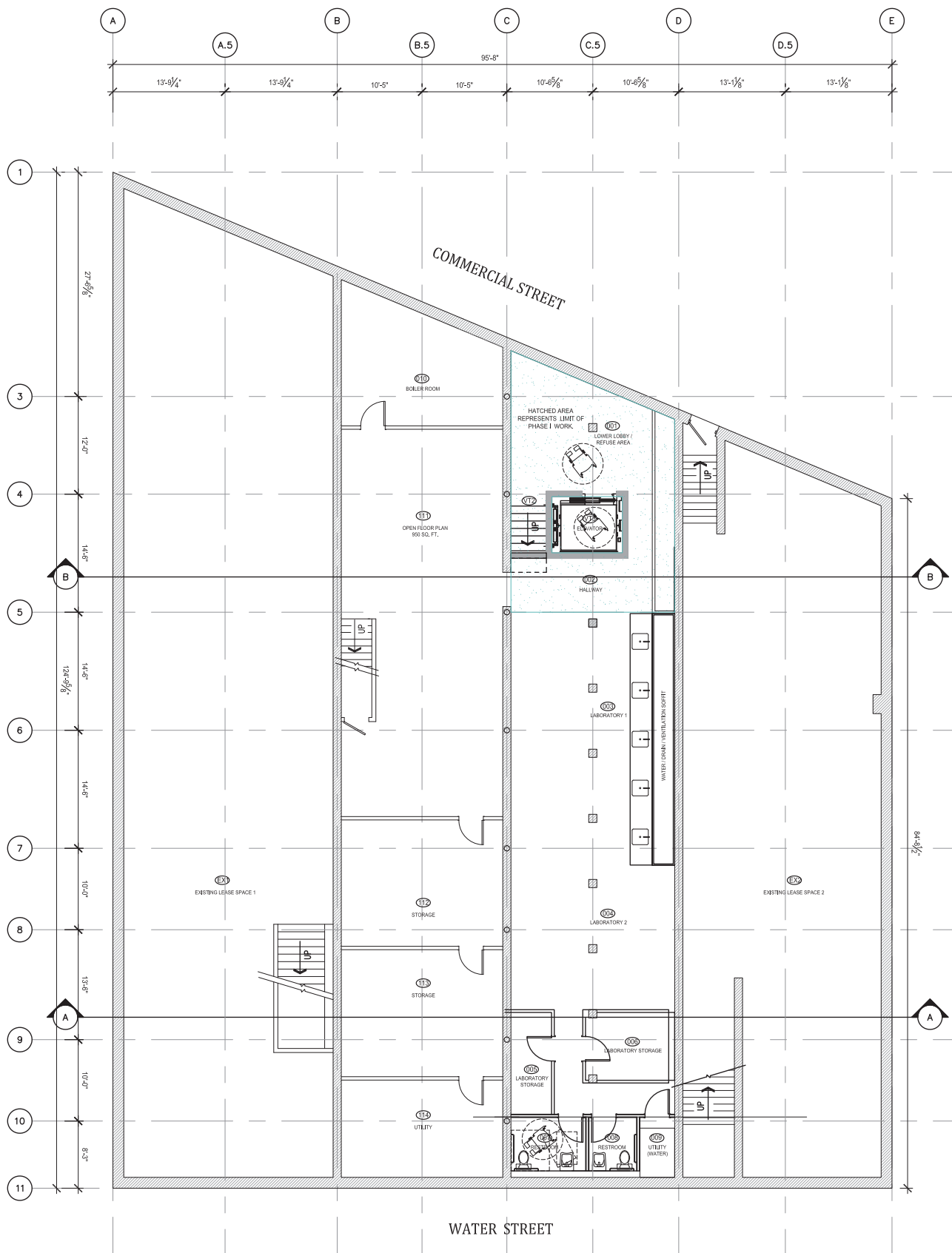
2. Somerset Economic Development Loan (\$100,000 for 20 years @ 5% with delayed payments)
3. Town of Skowhegan Economic Development Loan (\$100,000 for 20 years @ 5% with delayed payments)
4. Locally budgeted funds

The building is currently owned by Kevin Holland and he is willing to work with CRCS and has offered to owner finance. We are exploring with our Business Manager and Attorney, if it is in the best interest of CRCS to purchase the building or lease with the option to buy. There are two rental spaces that would count as income, that would essentially cover the cost of the mortgage/lease payment and therefore CRCS would need to budget for renovations and facility upgrades.

Therefore, our intention is for CRCS to either purchase or lease the space and be financially responsible for all facility upgrades and renovations for the building that are necessary to function as a school. This puts us in a very positive financial position where we are essentially eliminating a considerable amount of potential debt in owning the facility and/or building. Once we have paid our debt for renovation and mortgage is paid off, then we would own the building.

Required Tabs

30. Room schedule (number, size, function, anticipated class size).
31. Any leases or contracts.
32. A schedule of furnishings and fixtures



LOWER LEVEL FLOOR PLAN
SCALE: 3/16" = 1'

 $\frac{1}{100}$

PROJEC

E.N. MERRILL BLOCK

78-92 WATER STREET
SKOWHEGAN, ME 04976

CONCLUSIONS

FOX RED INVESTMENTS, LLC

SKOWHEGAN, ME 04976

CLIENT

CHARTER SCHOOL LLC

SKOWHIEGAN, ME 04976



ENGINEER'S CERTIFICATION

$$\frac{1}{100}$$
 $\frac{1}{100}$

PROJECT NO: 095-16

DRAWN BY: SCG

CHECKED BY: SCG

SUBMITTALS	
REV	DATE
	RECONDITION

REV.	DATE	DESCRIPTION
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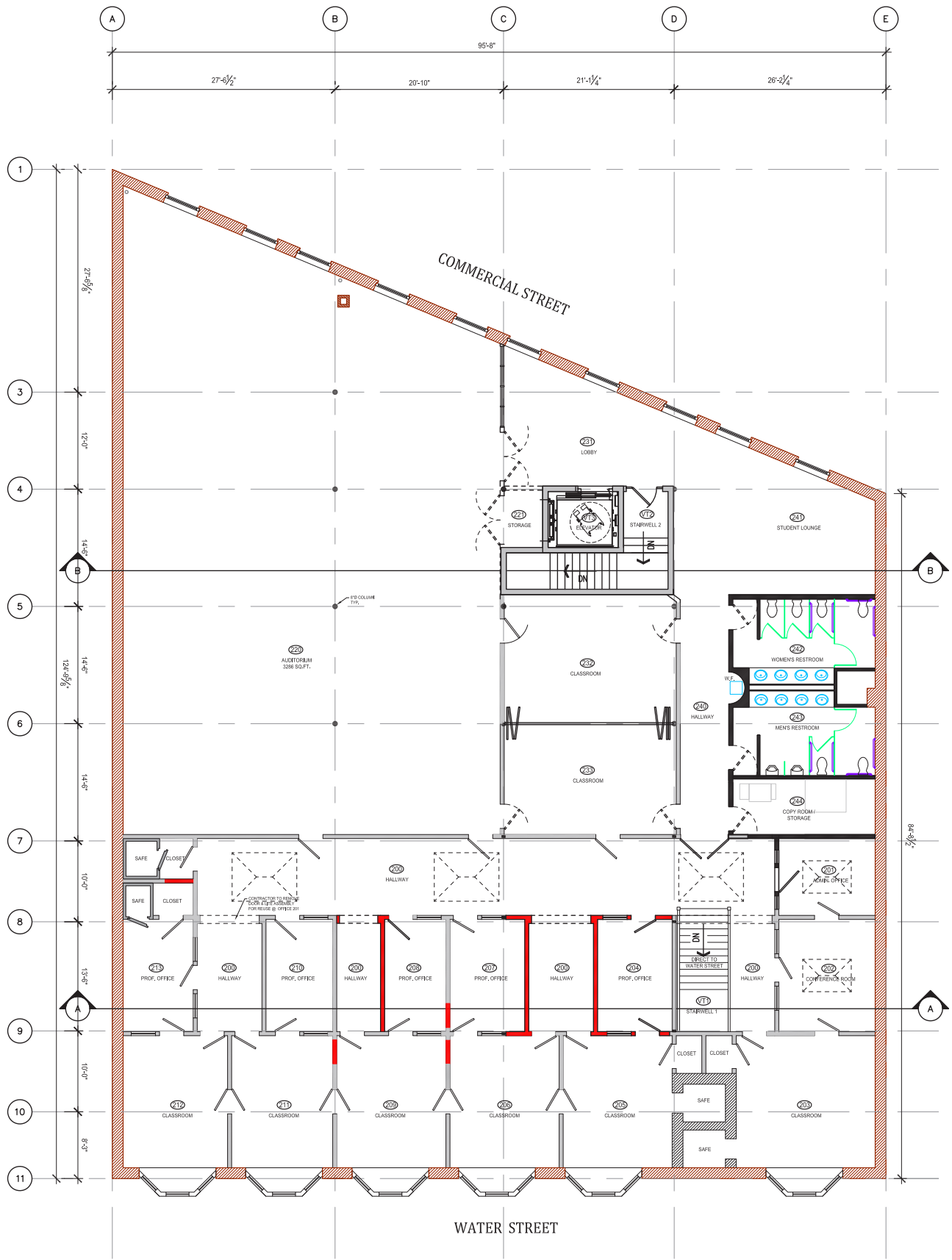
A	15SEP16	CLIENT REVIEW

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CHANGE OF USE:
MERCANTILE / VACANT
TO INSTITUTIONAL
SECONDARY SCHOOL

SHEET TITLE
LOWER LEVEL
FLOOR PLAN

A100



UPPER LEVEL FLOOR PLAN
SCALE: 3/16" = 1'

1
A101

<p>PROJECT E.N. MERRILL BLOCK 7022 WATER STREET SKOWHEGAN, ME 04976</p>	<p>OWNER FOX RED INVESTMENTS, LLC SKOWHEGAN, ME 04976</p>	<p>CLIENT CHARTER SCHOOL, LLC SKOWHEGAN, ME 04976</p>	<p>ARCHITECT WENTWORTH PARTNERS & ASSOCIATES 1000 WENTWORTH STREET PORTLAND, ME 04101 TEL: 207.774.1111 WWW.WENTWORTH-PA.COM</p>	<p>ENGINEER'S CERTIFICATION I, THE ENGINEER, CERTIFY THAT THE DESIGN AND CONSTRUCTION OF THE PROJECT DESCRIBED HEREIN COMPLY WITH THE REQUIREMENTS OF THE MECHANICAL ENGINEERING BOARD OF MECHANICAL ENGINEERS, STATE OF MAINE.</p>	<p>PROJECT NO.: 095-16 DRAWN BY: SCG CHECKED BY: SCG</p>	<p>SUBMITTALS REV. DATE DESCRIPTION 1. ISSUED CLIENT REVIEW</p>	<p>PROJECT CHANGE OF USE: MERCANTILE / VACANT TO INSTITUTIONAL SECONDARY SCHOOL</p>	<p>SHEET TITLE UPPER LEVEL FLOOR PLAN</p>	<p>SHEET NUMBER A102</p>
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WATER STREET



COMMERCIAL STREET

ELEVATIONS
SCALE: 3/16" = 1'

1
A200

<p>PROJECT</p> <p>E.N. MERRILL BLOCK</p> <p>7822 WATER STREET SKOWHEGAN, ME 04976</p>		<p>OWNER</p> <p>FOX RED INVESTMENTS, LLC</p> <p>SKOWHEGAN, ME 04976</p>		<p>CLIENT</p> <p>CHARTER SCHOOL, LLC</p> <p>SKOWHEGAN, ME 04976</p>		<p>ARCHITECT</p> <p>WENTWORTH PARTNERS ASSOCIATES</p> <p>100 N. MAIN STREET PORTLAND, ME 04101</p>		<p>ENGINEER'S CERTIFICATION</p> <p>THIS DOCUMENT IS THE CREATION, DESIGN, PREPARED, AND ENGINEERED WORK OF THE ARCHITECT AND ENGINEER AND IS NOT TO BE REPRODUCED OR USED IN ANY MANNER WITHOUT THE WRITTEN PERMISSION OF THE ARCHITECT AND ENGINEER.</p>		<p>PROJECT NO.</p> <p>095-16</p>		<p>DRAWN BY:</p> <p>SCC</p>		<p>CHECKED BY:</p> <p>SCC</p>		<p>SUBMITTALS</p> <p>REV. DATE DESCRIPTION</p>		<p>REVISIONS</p> <p>1. ISSUED CLIENT REVIEW</p>		<p>THIS DOCUMENT IS THE CREATION, DESIGN, PREPARED, AND ENGINEERED WORK OF THE ARCHITECT AND ENGINEER AND IS NOT TO BE REPRODUCED OR USED IN ANY MANNER WITHOUT THE WRITTEN PERMISSION OF THE ARCHITECT AND ENGINEER.</p>		<p>PROJECT</p> <p>CHANGE OF USE: MERCANTILE / VACANT TO INSTITUTIONAL SECONDARY SCHOOL</p>		<p>SHEET TITLE</p> <p>ELEVATIONS</p>		<p>SHEET NUMBER</p> <p>A200</p>	
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Tab 31
Facility Leases or Contracts

The Downtown Skowhegan Campus will be leased. Once approval from the Charter Commission has been granted to move forward, we will enter into formal negotiations with the building owner. Conversations up to this point have included:

We anticipate leasing the space for just the cost of renovations for at least the first 5 years.

CRCS will take out loans to improve the entire building and all building upgrades that are necessary to function as a school. All costs associated with the space occupied by the school would be solely the responsibility of CRCS.

This eliminates a considerable amount of overhead and essentially becomes another building that is affordable.

Tab 32
Furniture and Fixtures

The building we are looking at leasing at 76 Water Street is currently unfurnished for school. We would need to purchase all furniture and fixtures to provide our academic programming.

D.4 Transportation

We will continue contracting bus services with Poland's Bus Service out of Skowhegan. The rate is currently \$2.35/mile and that has not changed in 5 years nor do we foresee that changing in the near future.

Transportation during the first 3 years was limited to the Skowhegan area. While it met the criteria for providing transportation laid out in our contract, it restricted enrollment to families that could provide their own transportation, whether to a central location or to the school. During our 4th year we added a third bus and spread out the routes so they now cover the towns of Norridgewock, Madison, Canaan, and Skowhegan. During our 5th year we expanded our geographic area to meet a growing demand for families and learners and we are committed to keeping the bus ride to 60 minutes or less.

In 2016-2017 school year we now have:

Bus 1: Skowhegan to Cornville (Learners from Skowhegan, Waterville, Fairfield or families that work in Skowhegan)

Bus 2: Norridgewock to Madison to Cornville (Learners from Belgrade, Starks, Farmington, Bingham, Solon etc ride this bus).

Bus 3: Canaan to St. Albans to Harmony to Athens to Cornville. (Learners from Newport, Fairfield and northern towns near St. Albans ride this bus)

Adjusting our transportation has opened our enrollment to more students and met a need for our existing families.

Whereas our catchment area is not changing, our plan moving forward is to keep these three main runs. Because of staggered start times between our 3 different programs, we are able to provide transportation without a large increase in transportation costs.

Learners that live in all towns except Skowhegan will ride the bus to the Cornville Campus and arrive at approximately 7:50am. The bus will then continue to the Early Childhood Center for an 8:00am drop off and a 8:05 drop off in Downtown Skowhegan for the older learners. Once the bus drops off in Skowhegan, it will make a loop in town and pick up other learners and drop off just before the official start of the day at 8:15am.

We will budget an increase of \$9,000 for the additional 10 miles that take place between 8:05am and 8:15am in Skowhegan.

We do have access to three 8 passenger vans that would allow us to provide transportation as needed if the situation should arise.

Learners needing accommodations for transportation will have access to varying degrees of support as required by law and written in their IEPs. For example, these may include having access to a bus monitor, accessing a taxi, or utilizing one of our 8 passenger vans.

Required Tab

33. Transportation Plan.

Tab 33 Transportation

CRCS will continue contracting for the 6 consecutive year with Poland's Bus Service to provide transportation to and from school.

The routes are spread out so they currently cover the towns of Norridgewock, Madison, Canaan, St. Albans, Harmony, Athens, Cornville, and Skowhegan. This has opened our enrollment to more learners and meets the need for our existing families. We are continually adjusting our routes to better accommodate our families.

Staggered start times between all three campuses would allow for a considerable savings for the first couple of years. Cornville Campus essentially becomes a hub where learners would arrive from their respective towns and then board busses that would take them to either the Early Childhood Center and/or Downtown Skowhegan Campus.

As enrollment grows we would then add additional busses to alleviate the most amount of riders closest to Skowhegan, thereby freeing up room on the 3 main bus lines and minimizing costs.

Please refer to D.4 for specific transportation details.

D.5 Insurance

Kyes-Carpenter Insurance Agency of Skowhegan, Maine, has been our insurance company from the start of our organization. Our current policies provide liability insurance, Directors & Officers coverage along with Employment Related Practices, Business Auto, Sexual Abuse and Molestation, Workers Compensation and Crime coverage. They will also provide coverage for Educators Legal Liability, the surety bond and umbrella coverage. Kyes writes more public school insurance than any independent agent in the State of Maine. Please see letter submitted by Kyes Insurance for complete details and assurance as well as estimates for additional coverage needed. (See Attachments for Keyes Insurance Letter regarding insurability, and Tab 34 – Certificate of Insurance.)

Required Tabs

34. Certificates of Insurance. (We will provide proof of insurance once we secure additional buildings).

Tab 34
Insurance

Once we have approval for the two additional buildings we will provide insurance coverage using our existing company Kyes-Carpenter out of Skowhegan, ME.

We anticipate the cost for the Downtown Skowhegan Campus at approximately \$6,000 for the first year of operation.

D.6 Food Service

Downtown Skowhegan Campus:

In compliance with state regulations, we will be distributing the Free and Reduced Lunch (FRL) qualification form in student/family welcome packets prior to the beginning of school. As forms are collected, the Administrative Assistant will record data necessary for tracking food service needs.

During year one, an in-house food service program “**may not**” be provided. Learners will be required to bring their own lunch. Nevertheless, our goal is to work with a licensed catering company such as Good Will-Hinckley or local restaurants to assure that those who do not or can not bring a lunch will be able to access a nutritious meal through our third party food service vendor. Our goal is to have a fully functioning program in place for the 2017-2018 year but we do want to over commit at this point in time. We have worked diligently at providing a food service program at our Cornville Campus and we fully anticipate doing the same at our other campuses. However, we have not entered into any formal conversations with potential vendors at this point in time, therefore we will use the term “may not”.

The food service vendor(s) we will partner with will be required to meet our standards and the state requirements in providing a nutritious boxed lunch. Students who forget their lunch will automatically receive a boxed lunch and the parents will be billed for the cost. Each morning, adults will check to see that each child has a lunch or it has been ordered through the food service program. Please see the proposed schedule for when lunch will be provided.

Special Foods – Medical Conditions

Children needing special foods due to medical conditions will have their lunch provided by their family. If the family cannot provide and/or qualify for FRL, the family will provide us with their dietary needs and an appropriate meal will be obtained via the contracted caterer.

Tab 35
School Closure Template

Please refer to CRCS Early Childhood Center Tab 35.

E. Education Service Providers

“Education service providers (ESPs), or education management organizations, are for-profit or non-profit organizations that contract with new or existing public, charter, or private schools to help them implement comprehensive reforms.” - Online Definition

According to the definition above, we do not have an Education Service Provider. Nevertheless, we do belong to the Maine Cohort for Customized Learning which is a big resource for our school's programming. On many levels they are a large support system for implementing the comprehensive reforms within our building. Justin Belanger and Travis Works served on the Board of Directors, which fostered a greater relationship between the school and Cohort. The content and curriculum we use comes from the Cohort and our staff has been part of the curriculum development. Last year we had 3 of our 8 regular education facilitators present at the national level on behalf of the Cohort. This summer, 4 of our 8 facilitators flew to South Dakota to present and all 8 presented at the Maine Regional Customized Learning Conference. 90% of our teachers attended the National Customized Learning Conference in Pennsylvania, which was extremely important for creating a shared experience and common understanding of Customized Learning. While the cohort is a support and we are deeply involved, it is the staff that is implementing the comprehensive reforms within our building. It is important to note the role and asset that the MCCL plays in creating what we call the “ideal learning experience”.